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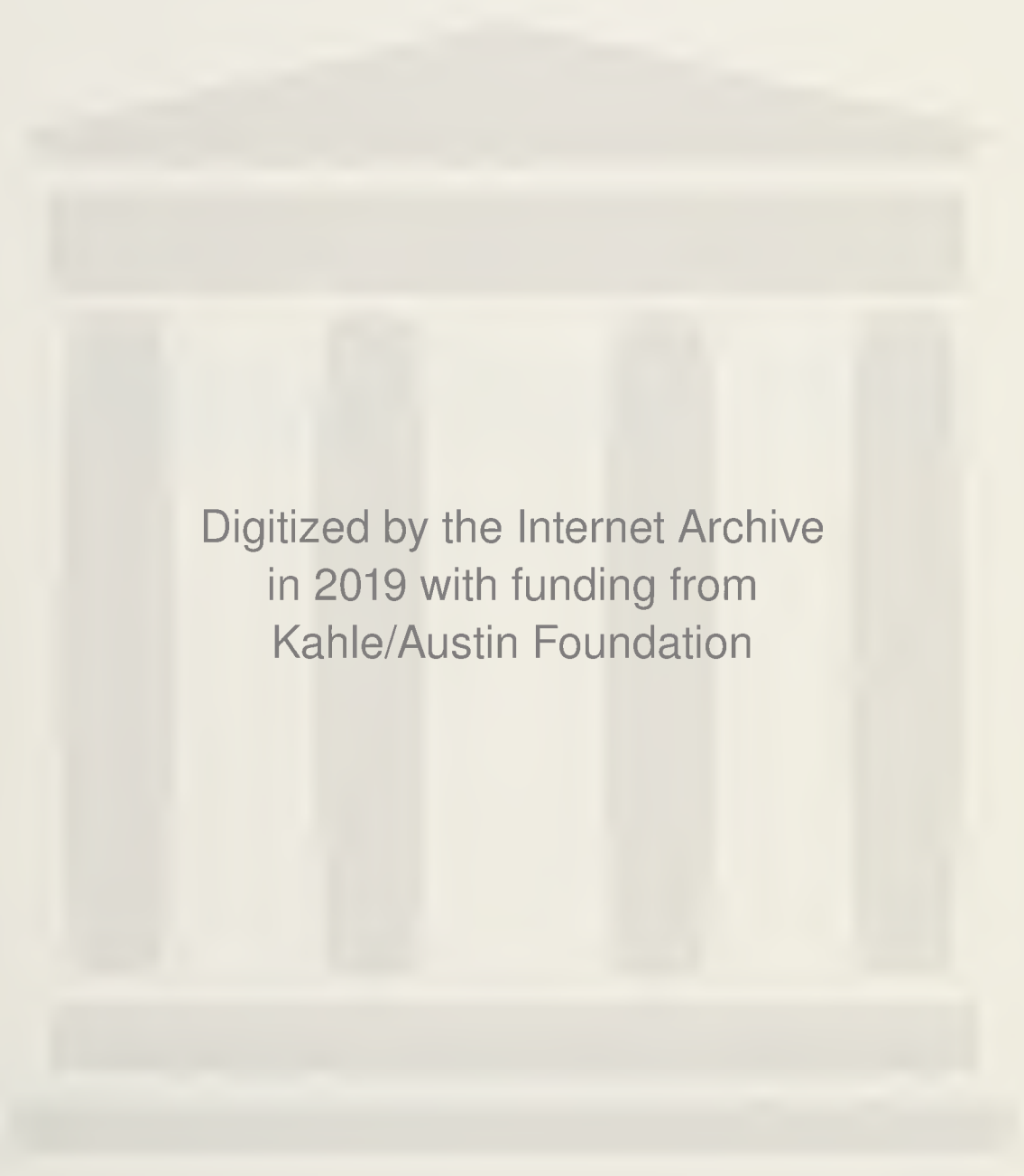
Annual Report 1984

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Annual Report 1984

for the fiscal year ended September 30

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*The Report
of the President*

Prejudice, ethnocentrism, and violence in an age of high technology

In a brief moment of evolutionary time—since the industrial revolution and mainly in the 20th century—we humans have thrust ourselves headlong into a world of enormous complexity, vast scale, unprecedented rates of change, technical and social transformation, brilliant new horizons, and weaponry of destructive power beyond previous imagination. Our power for better and worse suddenly dwarfs everything that went before in millions of years of human evolution. This power is rich in promise for the human future if we can at last come to master the pervasive tendency toward conflict in our species.

The capacity for attachment and the capacity for violence seem to be fundamentally connected in human beings. We fight with other people in the belief that we are protecting ourselves, our loved ones, and the group with which we identify most strongly; altruism and aggression are thus intimately linked in war and other human conflicts.

The underlying orientation of importance here is the ubiquitous human tendency toward egocentrism and ethnocentrism. We find it easy to put ourselves at the center of the universe, attaching a strong positive value to ourselves and our group, while attaching a negative value to many other people and their groups. It is prudent to assume that human beings are all, to some extent, egocentric and ethnocentric. But these tendencies, under certain conditions, can lead to violent conflict.

The world is now, as it has been for a long time, awash in a sea of ethnocentrism, prejudice, and violent conflict. The worldwide historical record is full of hateful and destructive indulgences based on religious, racial, and other distinctions. What is new is the destructive power of our weaponry: nuclear, enhanced conventional,

The president's annual essay is a personal statement representing his own views. It does not necessarily reflect the foundation's policies.

chemical, and biological. Moreover, the worldwide spread of technical capability, the miniaturization of weapons, the widely broadcast justifications for violence, and the upsurge of fanatical behavior are occurring in ways that can readily provide the stuff of very deadly conflicts in every nook and cranny of the earth. To be blunt, we have as a species a rapidly growing capacity to make life everywhere absolutely miserable. As if that were not enough, two nations probably have the capacity to make human life extinct.

No longer have we the luxury to indulge in prejudice and in ethnocentric extremes. These are anachronisms grounded in our ancient past. There may be “tough-minded” people who believe that this is the human condition and that we must make the most of it. But technology has passed them by. The destructive capacity of modern weapons — large and small, nuclear and non-nuclear — has made the “tough-minded” view unrealistic, if not today, then tomorrow. If we cannot learn to accommodate each other respectfully — within nations and across nations — we will destroy each other at such a rate that humanity will soon have little to cherish, assuming there is any humanity left on earth.

An evolutionary and historical perspective

Several million years ago, our ancestors lived in small, intimate groups with only the simplest tools to help them adapt for survival. They had to cope with profound dangers, periodic jeopardy to essential food and water supply, predators, variable climate, and many other vicissitudes of nature that were far beyond their control. They had to rely not only on their wits and tools but above all on their solidarity, cooperation, joint action, and mutual support in the face of nature’s hard blows. Even so, their vulnerability was great and their casualties were heavy. At the time agriculture was invented about 10,000 years ago, there were probably more baboons on earth than people. So recently as that, human life was very precarious. Agriculture, as it came to be gradually implemented worldwide in the past few thousand years, succeeded in diminishing that vulnerability. But the most drastic change in the long history of our species — essentially the acceleration of technical advance and its application to human problems of adaptation — occurred only about two centuries ago, with the onset of the industrial revolution.

What a change a century can make! Human initiative has transformed the world in the 20th century. An ordinary citizen of the most technically advanced countries has opportunities and protections not available to kings in earlier centuries. In recent decades, largely in the second half of the 20th century, science has been institutionalized on a vast scale for the first time, and the acquisition of deep knowledge of the structure of matter, life, the nature of the universe, the human environment, and even of ourselves has accelerated sharply. These scientific advances have provided an unprecedented basis for technological innovation in computers, telecommunications, biotechnology — and, of course, weaponry. The potential benefits of modern technology for human well-being are profound in every sphere, in food, water, health, communication, transportation, energy, and human understanding.

The transformations in science and technology could mean the virtual elimination of human impoverishment in the next several decades. For this to happen, however, human beings will have to reckon with their own nature, particularly the tendencies toward prejudice, ethnocentrism, and violent aggression.

Technology, as we know, can increase suffering as well as relieve it. Everywhere, the powerful have been those who have had the technical skills and advanced knowledge. They have been able, if they wished, to turn their power against fellow humans who are weak, vulnerable, or perceived to be menacing to them. The temptation to use power in this way has proved almost irresistible.

Centuries ago, it was common for military conquerors to put captives to the sword or to reduce them to slavery. By the end of the 19th century, it was widely believed that our species had achieved a sufficiently civilized status to make such horrors impossible. Yet the world since then has seen the near-extirmination of the Australian aborigines and the North American Indians. The 20th century had scarcely begun when, under cover of World War I, the Armenians living under the Turkish yoke suffered massacres and deportations that destroyed over one-and-a-half-million men, women, and children and scattered the survivors from their ancient homeland to the far corners of the globe. The century was four decades old when the leaders of a nation that had been considered highly civilized initiated a systematic destruction of the Jews in German-controlled lands, at the cost of six million lives. The world learned, and is continuing to learn, how great the horrors can be when supposedly civilized nations set about destroying depreciated people.

Human slaughter in recent decades has occurred all over the world — from Burundi to Cambodia to Guatemala to Indonesia to Northern Ireland to the Soviet Union. No continent is exempt, no people too civilized, no nation beyond susceptibility to this societal disease. Where will it happen tomorrow?

The holocaust vividly demonstrated the human capacity to do immense harm “justified” with explanations that appeal to the most disturbed emotions. As has so often happened in human history, an outgroup was presented as the cause of virtually all social ills and personal frustrations. The destruction of the powerless was made palatable to the powerful.

But now there is more. The Nazis brought to their gruesome tasks a level of sophistication in modern organization and technology that exceeded prior attempts at mass destruction. The world has moved since the 1940s to still more complex levels of organization and technology. Unfortunately, there is little to suggest that we have learned how to avoid the use of these tools for mass destruction.

These sophisticated technologies are now in the employ of state, group, and individual terrorism. To threaten, injure, or kill innocent bystanders in a circumstance of political, religious, or ideological conflict is an ancient form of human behavior. But in the 20th century such behavior is abetted by an array of technologies that dwarf all previous reality. From the employment of instant worldwide televised threats to diverse miniaturized weapons of devastation, the old terrorism is rapidly becoming transformed.

Small-scale terrorist episodes may not seem to present a formidable capability to

wreak havoc. But they do. If they continue to spread, aided by more powerful weapons and more publicity, they have the potential eventually not only of injuring a great many innocent victims but also of arousing repressive responses by powerful governments in democratic societies as well as totalitarian ones. Moreover, terrorism tends to trigger long-term cycles of retaliation and escalation. Killing can become a way of life and hatred an organizing principle for communities. But that path offers no authentic prospect of a decent future.

The human propensities toward prejudice, ethnocentrism, and violence have other manifestations. Skin color has long provided a lightning rod for prejudice. The industrial revolution occurred in the northern hemisphere—a fact that was to have profound repercussions over the ensuing two centuries. Light-skinned people in Europe developed powerful weapons and tools before dark-skinned people elsewhere. From that time to the present, there has been a tendency for light-skinned people not only to become more technically advanced and affluent, but also to depreciate, exploit, and even subjugate their dark-skinned brethren. This is one of the most serious problems in the modern world, a root cause of human impoverishment and a dilemma that has reached crisis proportions in South Africa.

Another manifestation is the grotesque and pervasive violation of human rights, often involving overt mental and physical torture. The tragic fact is that a large percentage of the world's people live in nations that condone or foster the violation of human rights—not only in such visible cases as South Africa and the Soviet Union, but in many other countries. We are becoming accustomed to this violation. What is today's shock becomes tomorrow's routine—the banality of evil indeed. Even members of the most humanitarian professions may be seductively drawn into this banality.

These observations are not meant to be alarmist but to provide an antidote to complacency and a stimulus to scientists, scholars, policymakers, and indeed all of us who care about the future of humanity, to learn how to marshall the forces of human organization and technology that have been developed over the past century to improve communication and understanding, to foster social justice, and to resolve conflicts fairly.

Relationship of prejudice and ethnocentrism to violence and intergroup conflict

In a world so full of hatred, repression, terrorism, small wars, and preparation for immense wars, human conflict is a subject that deserves the most careful and objective inquiry. The stakes are now so high that there is a great need for cooperative engagement with these problems over a wide range of inquiry involving the physical, biological, behavioral, and social sciences. There is no royal road to truth, no single perspective that offers overriding promise. Just as the sources and manifestations of human conflict are immensely varied, so too are there many useful approaches to understanding, preventing, and resolving conflict.

Conflict and its prevention or resolution have not been major subjects for scholarly inquiry until quite recently, and even now they attract only marginal interest

in the world's great academic institutions. The status accorded such study has been low, support has been minimal, and the institutional arrangements usually inadequate. Each year a few books and articles appear that constitute a serious effort to present new findings or to synthesize existing information and ideas. But the number of scientists and scholars heavily engaged in such inquiry is a fraction of the larger community and is not adequate to the scope of the worldwide problems.

Nevertheless, some interesting and useful work is being done, including most importantly: 1) detailed, systematic inquiry into the origin and resolution of past conflicts and ongoing study of contemporary conflicts; 2) formulation of fundamental concepts pertinent to a wide range of conflicts; 3) experimental research on simulated conflicts; 4) the study of negotiations, both in real-life circumstances and in simulated ones; 5) the study of various intergroup and international institutions as they affect conflict; 6) research specifically focusing on issues of war and peace; and 7) the study of conflicts at various levels of organization, such as families, communities, and nations, in the search for common factors and principles, so that discoveries at one level may illuminate issues at another level.

During the past decade, one of the most fruitful perspectives has come from experimental and field research on intergroup behavior. The flow of evidence is impressive and bears on an issue of great practical importance—the extraordinary tendency of human beings to distinguish between “good” and “bad” people, between heroes and villains, between ingroups and outgroups. This sorting tendency is widespread and readily learned. People accept favorable evaluations of the products and performances of their ingroup and accept unfavorable characterizations of other groups that go far beyond the objective evidence or the requirements of the situation. This is true not only of long-standing group commitments but even in experimental situations where only a brief orientation given the participants enables them to distinguish a newly formed group from another group in the experiment. Almost any sort of interaction within a group tends to promote ingroup favoritism. Actually, it seems rather difficult to avoid this effect even if one wants to do so.

Enduring hostility between groups is likely to arise when the groups perceive a conflict of fundamental interests, a depreciating difference in status, or a difference of beliefs that jeopardizes self-esteem. Perceived threats from the outgroup tend to enhance group solidarity, tightness of group boundaries, and punishment of those who appear to deviate from adherence.

A common way that groups under stress respond is by blaming difficulties on other groups. The strange groups, not well known and understood largely in stereotypes, are an inviting target of animosity. Justification for harming outgroup members is readily provided by making assumptions about the damage *they* would do to the ingroup; the damage *they* would inadvertently do to themselves; and by classifying *them* as essentially nonhuman.

All these considerations apply to intergroup conflict within a society and to conflict between societies. Though the content of such intergroup hostility varies widely from time to time and from place to place, the form of the antagonism is remarkably similar.

Such a group-centered view of life has been extensively studied under the concept of “ethnocentrism.” (Perhaps “groupcentrism” would be a more appropriate term, since these behavior patterns are certainly not limited to ethnic groups.) Ethnocentrism may be thought of in parallel with “egocentrism” as an orientation in which values derived from one’s own background are applied to other people, however different their values and background might be. The most dangerous form of ethnocentrism is an orientation that regards the attributes of other cultures as deeply inferior, immoral, or even subhuman. Symbols of one’s own group and its values become objects of respect and pride; symbols of other groups contrast sharply, often in terms of depreciation or contempt.

Throughout history, ingroup versus outgroup distinctions have been made with respect to religion, language, ethnicity, region, tribe, nations, and political entities; and ethnocentric attitudes and ideologies have been elaborated to justify hostile and depreciatory policies toward these diverse human groupings.

The idea that there is a human biological predisposition to destructive aggression has been of interest for centuries and is controversial today. The current debates have a saint-versus-sinner cast, often oversimplifying a complex subject that is badly in need of more and better scientific inquiry. Clearly, the human species is capable of remarkable cooperation, mutual ties, loyalty, and compassion as well as hatred, cruelty, violence, and destruction. But whether human groups can ever achieve internal cohesion without harsh depreciation of other groups is the issue. What is needed is wide-ranging, careful, systematic research on the factors that exacerbate or mitigate ethnocentrism. Concomitantly, there is a need for deeper understanding of the conditions under which various aggression-related behavior patterns are likely to occur and of the conditions under which various conflicts can be effectively resolved.

Prejudice and conflict resolution in childhood

How do we acquire orientations of ethnocentrism, prejudice, dogmatism, and a susceptibility to violent “solutions”? Are there ways to foster more constructive orientations as we gain better understanding of the factors governing the development of behavior? The nature of parental care, experience with siblings and with peers, exposure to hatred and violence in schools and mass media, the cumulative effect of frustrating conditions, and previous experience in situations involving aggression are all important factors. So, also, in some countries, are official propaganda and the religious cultivation of stereotypes.

Prejudice — or the prejudgment of persons or situations — is to some degree a universal phenomenon. It is based in part on inherent processes of cognitive development. Children begin to order their environment by means of their developing capacity to form categories. This process allows for rapid evaluation of the environment in order to determine what is familiar and unfamiliar, so that the child can make a prompt response to changing situations.

But no one is born prejudiced. Modeling, learning, and socialization build on the basic tendency to categorize and evaluate people, groups, and situations. Prej-

udice is a response to the environment. It reflects the individual's psychological needs, including the need for group affiliation and for adherence to cultural and subcultural norms. The process by which affiliation to the ingroup and prejudice against the outgroup is formed is fundamentally similar whether the prejudice involves race, class, sex, religion, or nationality. The extent of prejudice can be affected by home, school, and community factors as well as by the opportunities to gain familiarity with other groups under constructive circumstances.

Recurrent major frustration is conducive to the formation of strong prejudices and to an orientation toward harmful ethnocentrism. Frustrations — disappointments, obstacles, disruptions of deep attachment — are inevitable in human life and social conditions may ease or aggravate both the sources of such frustration and the opportunities for coping with those that occur. In general, major frustrations of basic drives and needs tend to elicit aggressive responses: irritability, a readiness to blame others, a mood to strike out at putative obstacles, a proneness to identify vulnerable scapegoats against whom some sort of retaliation can be mounted.

What frustrations are most powerful in eliciting severe aggressiveness? One is frustration of self-esteem or a sense of personal worth. In human history, where one has had to have a place in the organized group in order to survive, respect from others has become essential to the sense of self-esteem, and behavior directed toward the establishment and maintenance of self-esteem, dignity, and self-worth has great cross-cultural generality.

Frustrations in crucial interpersonal relations are also of great importance in fostering individual aggression. The primary relationships within the group have been highly significant in the evolution of our species and have much to do with development of a sense of security in early life and a strong base from which exploration of the personal environment can proceed.

Closely related is frustration of one's sense of belonging to the larger group beyond the intimate few — a group with which one closely identifies and which makes an important contribution to one's self-esteem, whether that entity is a subculture, an ethnic group, a nation, a tribe, a political entity, or an occupational unit.

These frustrations of deep drives and needs, then, significantly raise the probability of aggressive behavior.

But such threats may also elicit nonhateful, nonviolent forms of coping — and usually do. Hostile responses are not the only way to cope with recurrent major frustration. A serious frustration may lead to passivity or, more positively, to assertive behavior, personal initiative, and vigorous and persistent efforts toward problem-solving that may be aggressive in some sense but not hateful or destructive. Such nondestructive, persistent efforts at problem-solving may be more difficult, complicated, and tedious in the short run, but they are much more rewarding in the long run and perhaps even essential for our survival as a species.

The modern world for all its opportunities, benefits, and promises for a brighter future is full of circumstances that build major frustrations into childhood and adolescence. What will give a young person a sense of personal worth that is not

based on destructive orientations?

One illustrative problem area is male adolescence. For many thousands of years, self-esteem in young males was probably based to a considerable extent on competence in hunting and warlike activities. In the future, however, alternatives to warlike activities as sources of youthful self-esteem must be found. It is essential to reduce the susceptibility of young males to hatred and violence by providing them with opportunities for engrossing activity, initiative-taking, and accomplishment.

But there are serious obstacles to the development of such alternatives in contemporary society. Although constructive and socially valued work offers a vital source of self-esteem and a sense of belonging, in many countries economic conditions combined with an assortment of ethnic prejudices have produced high unemployment among youth, especially among members of minority groups. Additionally, the increase of technological and social complexity in recent times has led to a prolongation of youth. Youth is now a long period following puberty when one is biologically but not yet socially mature. This situation leaves many young people feeling uncertain, confused, and largely incompetent. These are psychological conditions that predispose them to hostility and to the search for a person or group to blame. It is not difficult to see how circumstances can increase the susceptibility of youth to in-group-outgroup stereotypes.

The behavioral sciences have only just begun to delineate the strategies of coping and problem-solving in the emotionally charged relationships involving young people and the crucial intimate few and highly valued groups. But there appear to be several fundamental orientations that contemporary institutions — the family, the schools, the culture at large — would do well to encourage in the young in the search for ways to avert the ravages of hatred and violence.

A first step is to provide conditions for the development of early self-esteem. A second is to provide conditions for intimate and enduring interpersonal relationships. A third is to establish clear guidelines for behavior. (In earlier times the guidelines for behavior were much clearer than they are now in most societies, particularly in traditional societies undergoing a transition to modern society.) A fourth is to teach the young to internalize norms of behavior that restrain violence and provide them with strategies that foster preference for, and knowledge of, other modes of coping and problem-solving. (Early security in itself is important, but not sufficient.) A fifth is to develop in the young an image of the future, incorporating goals, expectations, and a sense of purpose or mission that offer some hope that nonhateful, nonviolent means for achieving valued ends can in fact be effective. A sixth, along with respect for one's own self and one's own groups, is to encourage in the young interest in and respect for other groups.

There is a growing research literature on the effectiveness of various school- and community-based efforts to overcome prejudice. Education in all its forms, from family to schools to mass media, can increasingly convey the facts of a pluralistic, crowded, interdependent, and fascinating world, not one that is strange and hateful.

The media, especially television, are of special importance in this regard, and the few studies that are available are provocative. Evidence shows that children and adolescents learn much about other groups by watching television. Unfortun-

nately, much of what they learn is about violence. It is not feasible here to review the formidable evidence relating televised violence to the propensity of children to behave violently in play and probably in real life as well. But violence is vividly presented as an effective way of solving problems: The source of difficulty is removed in a way that may be attractive because it evokes bravery or boldness or skill.

Nevertheless, some research suggests that television need not be a school for violence. Television can portray human diversity sympathetically while highlighting shared human experience. The constructive use of this powerful tool to promote compassionate understanding, nonviolent problem-solving, and decent intergroup relations needs to be pursued. It will not in itself be adequate to overcome inclinations toward hatred and violence. But it can help.

Approaches to conflict resolution in society

If we look worldwide at prejudice, ethnocentrism, and violence in an age of high technology, are there general clues to conflict resolution?

One possibility is for us to come to think of ourselves as a single, interdependent species and to accomplish this in a way that respects diversity. Recall the photograph of tiny earth seen from the moon — surely one of the most valuable contributions of the space program. This perspective of our modest habitat should be an antidote to ethnocentrism.

The extended family could provide a model for the human family in a larger sense. Such large-scale identification presents a very difficult challenge, however, because our species evolved under conditions in which only a small number of people were highly significant for each individual. How, then, can we broaden that perspective to take seriously the well-being of a great many individuals spread through a global community?

Superordinate goals can provide a powerful stimulus for conflict resolution. A superordinate goal is one that is equally important to adversarial groups, yet one that can only be obtained through their joint effort. What might constitute a compelling goal for large groups of people organized over vast distances in mutually suspicious societies? The clear and present danger to survival inherent in nuclear war provides one such goal today. That predicament makes it clear that we must work together if we are to avoid unimaginable disaster.

The existence of multiple loyalties, rather than single-minded loyalty to one group only, also makes it possible to link people of very different groups together. Leaders who have overlapping loyalties can become effective “bridging” persons in times of stress and conflict. International organizations can function similarly — not only governmental organizations but professional and scientific societies, commercial organizations, and cross-cultural groups. Such organizations can promote empathic personal contact and so diminish stereotypes. Perhaps in the long run, on a large scale, such overlapping loyalties can become strong enough to exert a restraining influence on international hostilities.

Overlapping loyalties that cut across traditional ingroup-outgroup antagonisms

are particularly useful. Studies of community conflict have revealed the problem-solving potential of intermediary associations through which opinions may be expressed, the common humanity of the adversaries kept in mind on both sides, and plausible compromises gradually formulated. Perhaps this tells us something about the future role of neutral countries and novel institutions in international conflict resolution.

Mechanisms of conflict resolution in any sphere should be examined for their implications in other spheres. It may well be that understanding of the processes of conflict resolution between groups *within* a nation will in due course enhance our ability to reduce conflict *between* nations.

Organized, visible, skilled conflict resolution services are greatly needed with respect to the whole range of intergroup conflicts. Indeed, it appears that high-level professions are emerging in some countries that emphasize competence in fair, objective, agreed-upon procedures for resolving disputes. A considerable body of relevant experience has arisen, for example, in labor/management relations.

Useful steps have been made toward an understanding of negotiation processes and outcomes that could be of value in dealing with major conflicts. The main points of consensus arising from observational studies of negotiating processes (to some extent confirmed by experimental studies) include these:

- Emphasizing formulations of mutual victory ("win-win");
- Recognizing the compelling nature of basic needs on both sides of the conflict;
- Being firm about vital interests and yet cautious about pursuing tough and unyielding strategies;
- Minimizing threats;
- Avoiding harsh depreciation and unnecessary provocation;
- Taking account of new facts and changing circumstances as negotiations evolve.

The strengthening of both experimental and observational research, keeping in mind actual conflicts and real-world decision makers, could probably lead to major contributions in the next decade. Television and other telecommunications technologies also offer enormous possibilities with respect to human conflict and its resolution. Of all the technological advances of the 20th century, the emerging telecommunications revolution is one of the most important for the future of our species. This technology provides instantaneous international networks with high emotional impact. It can link groups, different cultures, indeed the entire planet, as never before. By the end of the 20th century there will probably be worldwide, jam-proof television. Its potential for diminishing prejudice and ethnocentrism and for reducing intergroup conflict is unprecedented.

Education, broadly speaking, can convey everywhere a clear image of a single species, a huge family including many cousins, more similar than different, searching for decent life chances in many ways, necessarily relying for survival on the give-and-take learned in childhood, but extending far and beyond childhood games. In all our diversity, and carrying all the ancient baggage of readiness to learn prejudice, we must somehow find mutual accommodations. This is a basic theme of human existence, now involving higher stakes than ever before.

Even though ingroup-outgroup distinctions appear to be ubiquitous in human

societies, easy to learn and hard to forget (and probably in some degree a legacy of our evolutionary and historical record in which such distinctions were related to group membership, a sense of belonging, human attachment, and survival itself), *even* with all that, there is certainly the possibility that we can learn to minimize these invidious distinctions. This may be one of the crucial roads we have to travel in dealing with conflict resolution in the world of the future. We will have to try much more than mankind has ever tried before to enlarge our social identifications in light of common characteristics and superordinate goals. We must find a basis for fundamental human identification across a diversity of cultures in the face of manifest conflict. We *are* a single, interdependent, meaningfully attached, world-wide species.

To speak this truth, however, is not to have assimilated it as a psychological reality. The task of assimilation is daunting. But we can no longer afford to avoid it.

Summary and conclusion

It is extremely important that the tendency to generate intergroup conflicts — once perhaps adaptive but now exceedingly dangerous — be widely understood now. Reluctantly, until it is proved otherwise, we had better assume that the human species is a potentially violent animal organized into potentially violent societies. For practical purposes, it is unwise to follow the widespread, traditional practice of attributing malevolence primarily or solely to other groups. Rather, it is useful to make the assumption that our own group as well as others has malevolent tendencies along with benevolent ones.

Despite the immense, and ultimate, significance of the problems of prejudice, ethnocentrism, and conflict, these subjects are still pretty low on the world's agenda — in science, in the media, in the business community, in the churches, and in governments. The powerful sectors of society everywhere tend to be complacent about such matters and to see them fuzzily as someone else's problems far away. Avoidance and denial tend to substitute for careful scrutiny; authority substitutes for evidence; blaming substitutes for problem-solving. The capacity for wishful thinking in these matters is enormous, as is the capacity for self-justification. But the issue must be faced now in a way that it has never been before.

It is certainly not beyond human ingenuity to move this subject higher on the world's agenda. For instance, strong organizations covering wide sectors of science, technology, and education can take an increasingly active role in coping with this critical issue. The scientists and educators, through their most dynamic organizations, can use their formidable influence to strengthen research and education on child development and the growth of prejudice and ethnocentrism and on conflict resolution. They can explore vigorously the application of such knowledge to urgent problems in contemporary society. Attitudes, emotions, beliefs, and political ideologies from our past will often hinder such efforts to enhance our understanding and even impede the utilization of scientific knowledge when it is available, but our motivation for survival is strong, our problem-solving capacities

are great, and the time is not yet too late.

The scientific community is the closest approximation we now have to a truly international community, sharing certain fundamental interests, values, and standards as well as certain fundamental curiosities about the nature of matter, life, behavior, and the universe. The shared quest for understanding is one which knows no national boundaries, no inherent prejudices, no necessary ethnocentrism, and no barriers to the free play of information and ideas. To some extent, the scientific community can provide a model for human relations that might transcend some of the barriers that have plagued the species for so long and have very recently become so dangerous. I do not intend to idealize the scientific community; I am referring here to a set of widely shared aspirations toward which scientists strive—and never quite reach. In a fundamental way, the modern world is the creation of science and technology in all of its aspects—those we relish and those we fear. Can science and technology help us out of the present predicament?

Each person can do something useful to address these issues, first as individuals, second by working in all manner of strong organizations or institutions that should be addressing this problem: schools, colleges, and universities; corporations; units of government; community organizations; churches; unions; professional and scientific societies; foundations; and many others. Each of us can ask questions of practical importance: How can my organization or institution be strengthened to cope with prejudice, ethnocentrism, and hatred in a high-risk world? What can I do personally and professionally to make a difference?

It is high time that people everywhere seriously address the ubiquity of prejudice, the profound and pervasive impact of ethnocentrism, and the greatly enhanced risks of these ancient orientations in the rapidly changing world of the late 20th century. Only by so doing can we begin to mobilize the unprecedented strengths needed to foster for the first time a truly common humanity in which decent human relations prevail.

A handwritten signature in dark ink, reading "David A. Hamburg". The script is fluid and cursive, with the first letters of each word being capitalized and prominent.

President

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*The Report
on Program*

The list of grants and appropriations

During the year ended September 30, 1984, the trustees approved 125 grants and appropriations, amounting to a total of \$20,150,373. There were 122 grants, including 38 to schools, colleges, and universities and 82 to other organizations. Appropriations were also made for projects administered by the officers.

The charter of the Corporation provides that all funds are to be used to promote “the advancement and diffusion of knowledge and understanding.” Grants must be broadly educational in nature, but they need not be limited to the formal educational system or to educational institutions. The foundation makes it a policy to select a few areas in which to concentrate its grants over a period of years.

The Corporation’s current grant programs focus on four broad goals. The first is the avoidance of nuclear war and improvement of relations between the United States and the Soviet Union. The second is the education of all Americans, especially youth, for a scientifically and technologically based society. The third is the prevention of damage to children and young adolescents. The fourth is the strengthening of human resources in developing countries. The following pages describe these programs and the projects supported during the year.

The foundation does not operate scholarship, fellowship, or travel grant programs. It does not make grants for basic operating expenses, endowments, or facilities of educational or human service institutions.

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required. The officers review all proposals in light of their knowledge of the field and in relation to the Corporation’s current priorities. They ask for supplementary information or a meeting when either would be helpful in making a judgment.

The appropriations and payments list beginning on p. 92 continues the long-standing separation of grants paid from the Corporation’s main fund and those paid from the portion of the funds that may be used for purposes outside the United States. In the 1985 annual report, these will be integrated into one list, and grants paid from the Commonwealth fund will be indicated.

Avoiding nuclear war

The Corporation's program concerned with the avoidance of nuclear war emphasizes support of independent, science-based scholarship to develop new information and ideas for reducing the risks of nuclear war. It will also support projects to encourage policymakers to consider the results of such scholarly work and educational efforts using the results to build broad public understanding of the problems and serious possibilities of risk reduction.

The first phase of the Corporation's grant program has entailed a limited number of large grants to universities or institutions with strong multidisciplinary programs concerned with the study of international security, arms control, the Soviet Union, and U.S.-Soviet relations. Major grants have been made to Columbia University, Harvard University, the Massachusetts Institute of Technology, Stanford University, and a few other centers of research on arms control and national security and on the Soviet Union. The *Carnegie Quarterly* spring 1985 issue describes these multidisciplinary programs in some depth.

The Corporation does not anticipate making many more grants for multidisciplinary programs. It will, however, continue to support research and analysis of selected problems of particular importance to the avoidance of nuclear war, which because of their complexity or technical difficulty require attention by the most competent experts and institutions independent of government. Complementing these grants is a set of grants linking the scientific community with the policy community.

In its second phase, the program will be supporting efforts to improve effective public education on nuclear war issues. The number of such grants is expected to increase over the next year. The program does not support school or college curricula or projects about the avoidance of nuclear war.

Research, analysis, and dissemination to the policy community

Harvard University	\$1,100,000
<p>The deterioration in U.S.-Soviet relations and the potential escalation of the arms race have intensified public concern about the danger of nuclear war. Graham T. Allison and Albert Carnesale, dean and academic dean, respectively, of the John F. Kennedy School of Government, and Joseph S. Nye, professor of government at the University, are codirecting a research and training project devoted to developing a hypothetical framework and methodology for examining the paths that could lead to a major nuclear war. The objective is to define an agenda of actions that could be taken along each path to reduce the likelihood of such a war. Based at the Kennedy School, the project is being carried out principally by a group of scholars from several academic centers who represent a range of disciplines. Three books are planned as an outgrowth of research currently under way. The first will</p>	

elaborate the likely paths to nuclear war identified by the project and evaluate recommendations for reducing risks; the second will consider the feasibility and possible consequences of proposals for nuclear crisis control mechanisms; and the third will address the risks of nuclear war that stem from policies on the first use of nuclear weapons in various circumstances. The Corporation provided additional two-year support toward this multi-year project.

Massachusetts Institute of Technology	\$1,100,000
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During the past 15 years, the Arms Control and Defense Policy Program of the Center for International Studies at the Massachusetts Institute of Technology (MIT), in close association with MIT's Department of Political Science, has become a productive source of doctoral-level specialists in defense policy and arms control. MIT's strength in science, technology, and the social sciences, coupled with the rigorous attention given to analytic methods in the training program itself, has attracted an outstanding group of students and provided them the background to pursue high-level careers in government, policy analysis organizations, and university programs. The Program has received substantial support from the Ford Foundation, but MIT's resources are insufficient to keep the Program operating at its current level. Corporation funds are permitting the Program to maintain its staff, enrich its program of research and graduate education, and support a full-time postdoctoral fellow and a visiting faculty member to complement the skills of the core staff. With this three-year grant, the Program is also expanding its seminars and workshops to involve a broader range of participants from MIT and elsewhere.

Stanford University	\$905,750
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In 1970, Stanford University created an interdisciplinary arms control and disarmament program that has since pioneered university teaching and research in this field. The growth and increased capabilities of the program led the University in 1983 to establish the Center for International Security and Arms Control within which it might undertake an interrelated set of teaching, training, research, and public education activities. Under the direction of John Lewis, a political scientist, the Center has attracted a distinguished group of scholars and individuals with governmental experience. This four-year grant is enabling the Center to expand its administrative base and to pursue two major activities. The first is a high-level fellowship program designed to recruit a small number of scientists interested in arms control and security questions and to expose them to the technical, political, historical, legal, and economic aspects of these issues so that they will be better able to play a significant role in shaping the nation's future policies. The second, headed by Alexander George, professor of political science at Stanford, is a multi-year research project on U.S.-Soviet crisis management and crisis prevention. One other activity still in the early stage of development will foster communication between physicians and the arms control community.

American Academy of Arts and Sciences	\$250,000
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Anti-satellite weaponry is in the late development stages, and components of space-based or space-directed weapons to destroy ballistic missiles in flight are beginning to be intensively studied. These programs raise important questions of feasibility, cost, military effectiveness, and legality and, above all, of how such programs will affect the military balance between the U.S. and the U.S.S.R. In 1983, the Committee on International Security Studies of the American Academy of Arts and Sciences formed a study group of 12 technical and policy experts to consider these issues and the implications for world security of proposed or future development of space weaponry. Under the guidance of an executive steering committee, the group is exploring the advantages and risks of agreements and treaties created to limit or prohibit these developments. The results of its work will be presented in a book to be completed by mid-1985. This 15-month grant provided partial support for the study group, which is directed by Franklin Long, a Cornell University scientist.

University of California, San Diego	\$250,000
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New strategic defense initiatives, such as the accelerated study of space-based or space-directed ballistic missile defense (BMD) systems and the related development of weapons designed to destroy satellites in orbit (ASATs), could significantly alter the relationship between the United States and the Soviet Union. At the University of California's Institute for Global Conflict and Cooperation, a group of scholars is using this three-year grant to study the implications of the space warfare proposals. Headed by Herbert York, director of the Institute, with the assistance of Sanford Lakoff, professor of political science, and Allen Greb, a research historian at the University of California, San Diego, the project involves in-depth investigation of the technical and economic feasibility of ASAT and BMD systems, the strategic implications of developing and deploying such systems, and the possible effect of such actions on arms control negotiations and agreements. As the study progresses, workshops will be held and papers issued. At the completion of the work, the assembled information will be gathered in the form of articles and a book.

American Physical Society	\$200,000
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Nicolaas Bloembergen, professor of physics and applied physics at Harvard University, and C. Kumar N. Patel, executive director of research in the Physics Division of Bell Laboratories, are codirecting a study of the science and technology of directed-energy weapons systems that make use of high-intensity laser or particle beams. Such weapons theoretically could attack targets at very long range and thus are the focus of hopes for developing an effective defense against nuclear attack. Bloembergen, Patel, and a group of physical scientists, engineers, and technical specialists will assess the feasibility and likely cost of designing, con-

structing, and deploying systems based on these technologies on a scale required for strategic defense. An unclassified report that clarifies the scientific issues underlying the practicability of directed-energy weapons systems will be produced for the broad technical and general public. The study, sponsored by the American Physical Society, is being supported by the Corporation, the National Science Foundation, and several private sources and has the cooperation of the U.S. Department of Defense.

Carnegie Endowment for International Peace	\$194,100
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The Carnegie Endowment for International Peace has begun to publish an annual, country-by-country report on the state of nuclear weapons proliferation. Entitled *Nuclear Proliferation Today*, the report is designed to increase and sustain understanding of the issue on the part of policymakers, the press, and the public. The first report, prepared by Leonard Spector, senior associate at the Endowment and project director, examined events during 1983-84 that related to the spread of nuclear weapons. In addition, the document analyzed indicators of each country's intentions with respect to the development and acquisition of nuclear-related technology. This two-year grant is supporting the first and second volumes. The Rockefeller Brothers Fund and the Endowment are also contributing to this project.

Georgetown University	\$64,000
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In 1982, a policy study group of experienced military and civilian national security officials and technical experts was organized to develop and evaluate measures — short of major negotiated agreements — that could reduce the risk of nuclear war and, further, to devise strategies for putting these measures into effect and for assuring their serious consideration by the federal government. Last year, the group, which is cochaired by Senators Sam Nunn (D-Georgia) and John W. Warner (R-Virginia), reviewed proposals for improving U.S.-Soviet communication and U.S.-Soviet nuclear crisis management and prevention. The Nunn-Warner Nuclear Risk Reduction Project at Georgetown University's Center for Strategic and International Studies is using this one-year grant to work on the concept of nuclear risk reduction centers, evaluate additional proposals, and produce a book of background papers examining several concepts for reducing the risks of nuclear war. This award is defraying some of the expenses of these activities.

Public Agenda Foundation	\$25,000
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The Public Agenda Foundation is a research and education organization founded in 1975 by Cyrus Vance and Daniel Yankelovich to help citizens make informed judgments about important national issues and to assist leaders in government and the private sector in understanding public attitudes about these issues. With partial support from the Corporation and major grants from other foundations, Vance and

Yankelovich are conducting a large-scale study of public attitudes about nuclear weapons, defense, and U.S.-Soviet relations, supplemented by a review of expert thinking on these issues. The results of the study will be used in creating a framework for public deliberations of policy choices on nuclear defense and in designing materials that lay out these choices. The materials will be disseminated through the media and a range of membership groups and community organizations.

Center for Education on Nuclear War

\$16,300

In the spring 1982 issue of *Foreign Affairs*, McGeorge Bundy, George F. Kennan, Robert S. McNamara, and Gerard Smith, all former senior security and diplomatic officials, published an article urging that serious policy consideration be given to the advisability of the United States adopting a policy of “no first use” of tactical and strategic nuclear weapons. This one-year grant is enabling the four authors to discuss the questions raised in the article with a number of defense and policy specialists, some of whom are sympathetic to a “no first use” policy and some of whom are not. The group will evaluate the “no first use” idea in relation to deployment of nuclear weapons and to U.S. strategic commitments in various parts of the world. Morton Halperin, an officer of the Center, is providing staff support and project supervision.

Princeton University

\$25,000

William Bundy, former editor of the journal, *Foreign Affairs*, is carrying out a study of U.S. foreign policy over the past 12 years and writing a book. Tentatively entitled *America and the World: 1972-1984*, the book will identify themes underlying world events during this period and draw conclusions for the conduct of American foreign policy in the future. This grant is providing partial support for the first year of the two-year project, which is being conducted under the auspices of Princeton’s Center for International Studies.

International Council of Scientific Unions

\$25,000

The International Council of Scientific Unions is a membership organization representing most of the national scientific academies and organizations of the world. Its Scientific Commission on Problems of the Environment undertook a series of international workshops for scientists to consider the new evidence on the global environmental and biological effects of nuclear war. The first of these workshops took place in Stockholm in November 1983 and the second in India in February 1984. This grant supported the participation of U.S. and British overseas Commonwealth scientists and covered a share of the costs of preparing and carrying out the workshops.

In recent years, studies by physical and biological scientists have revealed that drastic environmental changes could follow even a minor nuclear exchange. In September 1985, the Institute of Medicine (IOM) of the National Academy of Sciences, will convene an international conference of eminent medical scientists to discuss and evaluate the medical implications of these studies, in terms both of the health status of the survivors and of the provision of medical care. This three-month grant enabled a small planning committee of IOM members and other scientists and scholars to formulate a program agenda and develop a dissemination plan for the proceedings. Fredric Solomon, director of IOM’s Division of Mental Health and Behavioral Medicine, directed the project.

Distribution of an Investor Responsibility Research Center
book analyzing the nuclear weapons industry

\$10,000*

The Investor Responsibility Research Center (IRRC) was established in 1972 to provide institutional and corporate investors with objective reporting on questions of corporate social responsibility. At the end of 1983, IRRC completed a book-length report, *The Nuclear Weapons Industry*, which features descriptions of the nuclear weapons and related production activities of 26 defense contractors, along with assessments of their sales and promotion efforts. The report also analyzes the likely impact of various arms-control proposals on specific companies, on the industry as a whole, and on workers and communities that rely on nuclear weapons contracts. The Corporation purchased 750 copies of the report and paid for their distribution to national groups and education programs concerned with arms control and to selected newspapers, public libraries, magazines, and journals.

Carnegie-Mellon University

\$4,800

For the past 18 years, Carnegie-Mellon University (CMU) has convened an annual symposium on cognition, selecting a different theme each year. The 1984 meeting was the first to deal with cognition in political perception. Organized by Richard Lau, assistant professor of social sciences at CMU, and David Sears, professor of psychology and political science at the University of California, Los Angeles, the symposium had two goals: to promote the application of cognitive psychology to political behavior research and to foster political behavior research and interaction between psychologists and political scientists interested in the subject. The Corporation contributed to the symposium out of its interest in the potential usefulness of the behavioral sciences in avoiding nuclear war. The symposium, which was held in May 1984, also received funds from the National Science Foundation.

**Project administered by officers of the Corporation.*

International Research and Exchanges Board

\$394,125

Since 1968, the International Research and Exchanges Board (IREX) has been the leading U.S. channel for communication with the U.S.S.R. and Eastern Europe in social, political, economic, and cultural studies and in strategic research and analysis. Administered by the American Council of Learned Societies (ACLS) and co-sponsored by the ACLS and the Social Science Research Council, IREX is jointly responsible with Eastern European (Polish, Hungarian, and East German) and Soviet academies of sciences for binational commissions which advance East-West scholarly communication. These commissions bring together specialists to identify topics of mutual concern and sponsor joint research, exchanges of data, binational conferences, and seminars. Among the activities this grant is supporting are: IREX meetings sponsored by the four commissions; a set of projects to improve the effectiveness of the gatherings IREX is directly responsible for; and the endeavors by the Soviet Conference Staff Liaison, a group of executives from IREX and other private policy exchange programs, to disseminate information on their activities, develop better communication among organizations with similar goals, and explore ways of enhancing their meetings. The National Endowment for the Humanities also contributes to a number of the commissions' projects.

Harvard University

\$250,000

The Harvard Negotiation Project was established at Harvard Law School in 1979. It is concerned with developing a better understanding of the processes of negotiation of all types, including domestic, business, and international. For the next two years, the Corporation is providing partial support for the Project, which is under the direction of Roger Fisher, Samuel Williston Professor of Law at the Law School. Within that period, Fisher and his colleagues, Bruce Patton, associate director of the Project, and William Ury, director of the Nuclear Negotiation Project, will write a book that will suggest to a general audience ways in which the United States and the Soviet Union might improve negotiations and mutual understanding. The book will reflect new work on the role of power in negotiation including ways to enhance and exercise different elements of power. As background to the book, analyses will be done of the implicit assumptions underlying current approaches to international negotiations, and more plausible and constructive assumptions will be formulated. Students will assist with the completion of the background analyses. In addition, a working paper on negotiation assumptions and drafts for two theoretical books will be produced.

Harvard University

\$25,000

In July 1984, the Harvard Negotiation Project at the Harvard Law School conducted a one-week workshop for present and former senior officials and advisors of the U.S., Soviet, and other governments to design a training seminar on ways to make

the negotiation process a more reliable and effective vehicle for dealing with international conflict. The participants evaluated proposed seminar materials, which included suggested readings, simulation cases, a teachers' guide, and a syllabus, and outlined a basic course that could be used by other institutions. This grant supported the salaries of the associate director of the Project, a research assistant, a secretary, and other expenses of the workshop.

Aspen Institute for Humanistic Studies

\$25,000

Dick Clark, former U.S. senator from Iowa and a member of the U.S. Senate Foreign Relations Committee, is now a senior fellow at the Aspen Institute for Humanistic Studies. Clark is organizing two three-day conferences to engage a bipartisan group of legislators, executive branch policymakers, and leading authorities on U.S.-Soviet relations to consider the current state of U.S.-Soviet relations. Held early in 1985, the conferences permitted high-level discussion of such critical topics as arms control negotiations, detente, economic relations, and cultural and other exchanges. Grants from the Corporation and the Alfred P. Sloan Foundation enabled Clark to hire an expert on Soviet and U.S. governmental policy matters as project director and to convene a group of scholars and policy experts to plan the agenda for the 1985 meetings.

Woodrow Wilson International Center for Scholars

\$23,700

In June 1983, the Kennan Institute for Advanced Russian Studies of the Woodrow Wilson International Center for Scholars, located at the Smithsonian Institution, held a two-day conference on the history of U.S.-Soviet exchanges. The meeting brought key U.S. sponsors of the major governmental and private academic and specialist exchange programs together with senior executive branch officials, members of Congress and congressional staff, and private foundation representatives to review and evaluate the history of public and private exchanges and to assess their current status and future prospects. This grant supported the meeting and the publication of a report that was widely distributed in early 1985.

Open Space Institute

\$25,000

In the fall of 1983, the "Conference on the Long-Term World-Wide Biological Consequences of Nuclear War" was held in Washington, D.C., in order to present the results of a year-long study by over 200 scientists of the atmospheric, climatic, and biological consequences of a large-scale nuclear war. On the second day, a three-hour, live teleconference offered a group of scientists in Moscow the opportunity to participate in the presentations in Washington and allowed their colleagues and members of the press in both audiences to direct questions to the panelists. The Corporation provided partial support for the teleconference. The Open Space Institute served as fiscal agent for the grant.

During the Thirteenth International Film Festival in Moscow in 1983, the Department of Communication at the University of California, San Diego, carried out a simultaneous videocast between participants and groups of children in the United States and the Soviet Union. Linked by a satellite "space bridge," three American and three Soviet filmmakers showed segments of their films for and about children to several hundred elementary school children of both nations, who later discussed what they had viewed, asked questions about each other, and sang together. Edited versions of the event are being prepared for television broadcast in both countries. The Corporation provided partial support for the costs of the "space bridge."

University of California, San Diego

\$25,000

Helene Keyssar, associate professor of communication, Michael Cole, a Russian-speaking psychologist, and their colleagues at the University of California, San Diego, used this grant to write a report on what has been learned from experiments in live, interactive, satellite video communications between the United States and the Soviet Union. The goal is to encourage greater use of this technology in improving U.S.-U.S.S.R. communication. The report will include a thorough account of previous intercultural videocasts, a summary of existing technological and social constraints on this form of broadcasting, and an overview of the various projects, groups, and potential participants in such international exchanges in the immediate future.

Education: Science, technology, and the economy

The program in education: science, technology, and the economy builds on the Corporation's long-term interests in the education of school-age children, college students, and adults and in access to high-quality education on the part of minority-group members and women. The aim is to help *all* Americans, but especially young people, deal constructively with the scientific and technological transformations under way in American life.

The program has three areas of concentration. The first is broadly concerned with the improvement of education in science, mathematics, and technology at the precollege level through the support of more effective uses of technology, including computers and video cassettes and disks, within education; linkage of the science-rich sectors such as industry, universities, and government laboratories with the schools, particularly those in disadvantaged communities; and curriculum development. The foundation is also supporting programs that utilize the media — television programming and science reporting — in improving science education among all age groups.

The second major emphasis is on improving the access of minority-group members and girls to high-quality education in science, mathematics, and technology. There is a danger that a national preoccupation with science education will result in widening the distance in achievement between advantaged and disadvantaged students. The Corporation is therefore concerned with improving instructional approaches for these target groups and alerting policymakers, educators, and community representatives to the importance of strong educational programs in mathematics and science for minorities and girls.

The third area of concentration is examination of the impact of science and technology on the economy and of ways in which the society can prepare for change, especially through educational reform. Toward this end, the Corporation has established the Carnegie Forum on Education and the Economy, with an office in Washington, D.C. The Forum, which is expected to have a ten-year life, will explore all aspects of the relationship between education and the performance of the American economy, in both the domestic and the international contexts, and consider the requirements for improving education in that light. The Forum will establish working groups to focus on specific problems, such as the preparation of teachers, and will hold annual forums involving leaders from many sectors of American society as a means of placing the facts and policy choices before the American public.

American Association for the Advancement of Science

\$356,000

The American Association for the Advancement of Science (AAAS), which has a membership of 140,000, is the world’s largest federation of scientific and engineering societies. It operates a variety of programs that promote scientific communication and international cooperation in science research and public policy formation. This two-and-a-half-year grant is helping the AAAS establish an annual Science Education Colloquium to foster interest among nongovernmental and governmental leaders in reforming and broadening the base of precollege science and mathematics education. Each Colloquium will result in a three-part report that will review national trends in science and mathematics education, examine the Colloquium topic, and offer a compendium of related information. Possible topics include the content of instruction in the primary grades; science and mathematics education in relation to the jobs of the future; and means for building and sustaining interest in science and mathematics among girls and minority children. The Colloquium is under the direction of F. James Rutherford, head of the AAAS Office of Science and Technology Education, and Shirley M. Malcom, who is in charge of its Office of Opportunities in Science.

Children’s Television Workshop

\$125,000

The Children’s Television Workshop is developing a new daily public television series to teach mathematics and problem-solving skills to eight- to twelve-year old children and to motivate them to learn and use mathematics in and out of school. Ancillary goals of the series are to develop students’ problem formulation skills and to supplement instruction on the meaning and application of the arithmetic of algorithms, ratio and proportion, and the meaning of various mathematical symbols. The appropriate uses of calculators and computers will also be demonstrated. This grant was used for the planning phase, which included development of a detailed working curriculum and an appropriate format as well as identification of a board of advisors for the larger project. The Exxon Education Foundation and the Corporation for Public Broadcasting also contributed to the planning phase.

National Science Teachers Association

\$55,500

The National Science Teachers Association and the American Association for the Advancement of Science jointly held a three-day national conference during the summer of 1984 to bring scientists, mathematicians, engineers, and educators together with 60 representatives of business, labor, government, and science-based public interest groups to discuss how they might cooperatively work to improve the quality of science, mathematics, and technology education. This grant covered the costs of two planning sessions, the conference, and follow-up activities.

While several states and school districts are seeking ways to upgrade science and mathematics courses, most of them need guidance on how to do this. During the past two decades, the National Science Foundation (NSF) has supported extensive research on science and mathematics education and the development of curricular materials, but the products of these efforts have not been systematically evaluated or disseminated. The Knowledge Utilization Project in Science will assemble the best of the NSF precollege science programs and make them available to planning groups, publishers, and test makers concerned with science education. The Corporation provided a grant to enable Mary Budd Rowe, professor of education at the University of Florida, to set up a data base and produce a prototype publication of NSF projects organized around specific themes. The feasibility of mounting a larger project will be assessed at the end of the grant term.

Several recent studies have described a crisis in America's high schools: student participation and achievement in science and mathematics have declined, largely as a result of inadequacies in the curricula and quality of instruction. The University of California, Santa Cruz (UCSC), and three high school districts in Santa Cruz County worked together during the 1983-84 academic year to address these problems. The one-year cooperative project entailed a series of academic-year science education seminars at UCSC's Crown College for participating high school science and mathematics teachers and school administrators. The seminars had three objectives: to enable the teachers to update their disciplinary knowledge and to translate it into classroom teaching; to strengthen channels of communication within the local educational community; and to develop concrete plans for educational change that are responsive to local needs. The Corporation's funds provided partial support for the organizers of the project, the seminars, travel expenses for the participants, and publishing costs.

During 1981-82, American students and teachers in a national sample of over 600 classrooms joined their counterparts from two dozen countries around the world in the Second International Mathematics Study. The Study consisted of a detailed examination of mathematics curricula, teaching practices, and student attitudes and achievement. A three-day meeting was held this past September to discuss the findings of the U.S. report and their implications for mathematics education in this country. A summary of the meeting is being published as a booklet for wide distribution. The Corporation and the William and Flora Hewlett Foundation helped cover the travel and other expenses associated with the meeting.

In an attempt to improve biological science instruction at the high school and college levels, the Education Committee of the American Society of Zoologists held a symposium, entitled "Science as a Way of Knowing," in late 1983. The symposium focused on evolutionary biology, and background papers provided a synopsis of the present state of the field. Participating scientists and educators discussed the information and concepts that would be included in an introductory course and made suggestions for more effective coverage of the subject for first-year college students. Presentations made at the symposium were published in the *American Zoologist*. The Corporation's grant supported the expenses of the symposium organizer and speakers and the publication costs for the symposium materials and papers.

International University Consortium for
Telecommunications in Learning

\$573,500

The International University Consortium for Telecommunications in Learning (IUC), a consortium of colleges, universities, and public television stations, makes post-secondary education based on televised and print materials available to adult learners whose job schedule, geographic location, or other physical or economic limitations make attending classes on campus difficult. It currently offers bachelor's degree programs in the humanities, the behavioral and social sciences, and technology and management. The television component of the courses is broadcast through satellite distribution by public television stations and cable systems. Local institutions enroll and direct the work of student participants. During IUC's third year of operation, approximately 1,600 students took part in the project, and its membership consisted of 24 institutions. This two-year grant will enable IUC to recruit additional members and create and adapt new courses. The University of Maryland University College and the Maryland Center for Public Broadcasting are also providing funding.

Educational Products Information Exchange Institute

\$150,000

As schools increase their use of microcomputers, they have to make difficult choices about purchasing the equipment ("hardware") and the programming ("software" or "courseware") that will best suit their needs. In order to promote more effective use of computer technologies in education, the Educational Products Information Exchange Institute (EPIE), which has been providing school personnel with evaluations of instructional materials since 1967, has joined with Consumers Union to produce detailed, objective assessments of the quality and capabilities of educational computer products. Software is being evaluated by EPIE in conjunction with the Microcomputer Resource Center of Teachers College, Columbia University, and by a network of professionals trained by EPIE staff. Consumers Union is carrying out the hardware evaluations. The resulting information is being dissem-

inated through three publications — *Micro-Hardware PRO/FILES*, *Micro-Courseware PRO/FILES*, and *Microgram Newsletter*—which are available on a subscription basis. Development, marketing, and other costs associated with the project are being paid by this grant and by funding from the Ford and San Francisco foundations.

Educational Testing Service

\$25,000

The rapidly growing use of computers in the United States has been the subject of many articles, yet there is still little well-researched information on how computers are improving productivity, decreasing costs, or changing organizational structures. The Educational Testing Service and the Interuniversity Communications Council are jointly conducting a series of comparative case studies of computer-intensive environments in institutions of higher education in order to document the effects that advanced information processing capabilities are having on them. The overall study will consist of two phases: The first is a six-month investigation of the uses of computers at six institutions (Brown and Carnegie-Mellon universities, Dartmouth and Reed colleges, Stevens Institute of Technology, and the University of Houston) in order to gain a preliminary understanding of what policies are being implemented, how these policies are working, and how they affect individuals on campuses. The second phase is a one-year project in which trained observers will study learners, teachers, and managers as they interact with these emerging computer-intensive environments over a longer time period. The Corporation and the Exxon Education Foundation are supporting the study's first phase.

Urban Institute

\$65,000

The congressional Office of Technology and Assessment (OTA) has undertaken a seven-part study to examine how advances in technology may affect opportunities for economic growth. A substudy on the impact of technology on education has been contracted to the Urban Institute, where Francis Fisher, director of education and technology, and his staff are organizing and synthesizing existing information on this topic. They will produce a report that will clarify the issues, define areas for policy consideration, and identify subjects for further investigation. The Corporation and the OTA supported this project.

National Academy of Sciences

\$25,000

Recommendations for the improvement of education emphasize that students must become more proficient in such higher-order skills as conceptualizing and solving problems, organizing and interpreting qualitative and quantitative data, and using mathematical tools in real-life contexts. Yet research on the acquisition of these skills has not been assembled or analyzed for its practical implications. The Commission on Behavioral and Social Sciences and Education of the National Academy

of Sciences organized an exploratory workshop on the teaching and learning of higher-order skills, chaired by Lauren Resnick, a psychologist at the University of Pittsburgh. Participants, who included several members of the Commission’s new Committee on Research in Mathematics, Sciences, and Technology Education, reviewed what is known about the development of higher-order skills and, based on that review, will design a major study of the application of this knowledge to the process of education. This grant paid for participant travel and the preparation of a background monograph and final report.

International Society for Research on Aggression

\$19,200

The International Society for Research on Aggression (ISRA) is a professional association of 400 research scientists representing more than 30 countries and a dozen disciplines, all studying various aspects of aggression and violence. In July 1984, the Mass Media Committee of ISRA sponsored a symposium with scientists and science journalists to develop ideas for improving cooperation between scientists and journalists and for increasing the breadth and accuracy of media reports on research of this nature. The papers presented at the symposium will be contained in a book, entitled *Reporting Science: The Case of Aggression*. A set of media guidelines for use by scientists in their dealings with the press was also developed. This grant enabled four science journalists and three ISRA members to attend the symposium in Finland. It also covered the costs of the follow-up work of the Committee and of a media advisory group that assisted in preparing the guidelines.

Encouraging minorities in mathematics and science

University of California, Berkeley

\$603,750

The Mathematics, Engineering, Science Achievement (MESA) program, located at the Lawrence Hall of Science of the University of California, Berkeley, was organized in 1970 to promote mathematics achievement among minority students. Although it has successfully increased the number of black, Mexican American, Puerto Rican, and native American high school graduates pursuing a mathematics-based program in college, the pool of students eligible to participate in MESA remains fairly limited. For the next three years, the Corporation is supporting a pilot Junior MESA program. Emphasizing parental involvement, the program will provide academic tutoring, independent study groups, counseling, field trips and role model presentations, and recognition awards to minority junior high school students who are capable of pursuing a college preparatory program but who might not choose to do so without special help and encouragement. Three MESA centers will implement the program at four to five junior high schools, each serving between 90 and 120 students throughout the school year. Vinetta Jones, director of MESA’s precollege program, will supervise the project.

Phillips Academy

\$180,000

Phillips Academy is a private, college preparatory school that has a reputation for high academic standards and for a commitment to students from all backgrounds. In 1977, concerned about the underrepresentation of minority students in scientific and technological careers, it launched the Mathematics and Science for Minority Students Program. The Program brings black, Hispanic, and native American girls and boys with good academic records to the Academy for six-week intensive summer sessions preceding each of the last three years of high school. Seventy-three students have graduated from the Program, and many have entered highly competitive colleges and universities. This five-year grant enabled the Program to increase the number of first-year students this past summer from 30 to 45 and to add 10 in the summer of 1985 and 5 more in the following summer. Corporation funds will cover the full three years for each of these students.

Council for Basic Education

\$150,000

A recurring theme of the numerous studies and commission reports on improving American education has been the inadequate preparation of public school mathematics and science teachers. The problem has been attributed to a number of factors, including low teacher salaries and competition from corporations for personnel with mathematics and science training. Since 1956, the Council for Basic Education (CBE) has advocated a sound basic education for all children, regardless of race, economic status, or ethnicity. In response to the national reports on education, CBE initiated short-term training institutes for science and mathematics teachers to be held during the summers of 1984 and 1985 at major colleges and universities in large cities with heavy minority populations. The Corporation provided partial support for institutes in the summer of 1984 at John Carroll University in Cleveland, the University of Hartford in Hartford, and Washington University in St. Louis, which focused exclusively on mathematics.

Massachusetts Institute of Technology

\$25,000

For the past ten years, the Massachusetts Institute of Technology has offered a residential summer program designed to introduce minority students to the field of engineering after the successful completion of their junior year in high school. Applicants are selected on the basis of high academic achievement, recommendations from mathematics and/or science teachers, test scores, personal interviews, and the completed application. In 1984, the Minority Introduction to Engineering Program was lengthened to six weeks to accommodate the addition of a science component. The new Program provides students with a realistic idea of the rigors of a technical and professional education and affords them the opportunity to observe and talk with engineers and scientists in their work places during field trips to local firms. This grant contributed toward the Program's 1984 budget.

The number of American school children aged 5 to 14 who have limited English proficiency is projected to increase from 2.5 million in 1976 to 3.4 million by the year 2000. A high proportion of these children will come from homes where Spanish is the first language. Since 1973, the Intercultural Development Research Association (IDRA) has been developing curricula for use with Hispanic students in public schools. This grant enabled IDRA staff to plan a major project which would utilize computer-assisted instruction for the teaching of English-as-a-second-language.

Developing education policy

The Coalition of Essential Schools is a partnership of more than a dozen public and private secondary schools. The leaders of these schools agree with a set of principles embodied in the recommendations of a study of American high schools, which was partially supported by the Corporation and was conducted by Theodore R.Sizer, chairman of the education department at Brown University. The aim of the Coalition is to try out the central ideas for reform presented in Sizer’s report, *Horace’s Compromise: The Dilemma of the American High School*, which was published in 1984. The member schools place high priority on the intellectual growth of the students, the maximum feasible adaptation of the schools’ routines to the needs of individual students, and a simple and flexible school structure. A small staff under the direction of Sizer will provide intensive consultation to member schools, coordinate and facilitate the exchange of information, arrange for supporting studies as needed, and produce periodic publications for outreach beyond the Coalition itself. The projected ten-year partnership will be reviewed in 1988 and 1991. This four-year grant, together with funds from a number of other foundations, is supporting the Coalition.

Technological change is a driving force for societal change. At the same time, the character of technological change is shaped by the attitudes and behavior of individuals, organizations, and public policies. The National Academy of Engineering (NAE), an institution operating under the charter of the National Academy of Sciences, is organizing a symposium series to explore the implications of new technologies for individuals, households, the work place, and schools and also for industry, large organizations, government, and nations. Nine two-day conferences are being held over a three-year period. Each is designed to bring together as many as 200 national leaders from a variety of fields. A program committee representing academia, business, and government is determining the agenda. At the conclusion of the series, Robert White, president of the NAE and chairman of the program

committee, will produce a synthesis of the entire series for the general public. This three-year grant is being used for travel, the preparation of papers, and other administrative expenses. Support has also been contributed by the Andrew W. Mellon Foundation.

Marc Tucker

\$260,000

Experiments with the use of microcomputers, videodiscs, and telecommunications in education suggest the possibility of some real breakthroughs in the teaching of basic skills to low-achieving students and of upgrading educational achievement for everyone. Marc Tucker, formerly associate director of the National Institute of Education, used earlier Corporation funds to begin a study of the issues involved in the use of these new information technologies in elementary, secondary, and higher education, with an emphasis on educational quality and equity. This grant was to enable Tucker to continue his research, analysis, and writing a book on the economic context for technology and education, the limitations of the effort to increase productivity, and the skills that will be needed in a high-technology economy. One year into the grant, Tucker was appointed executive director of the Carnegie Forum on Education and the Economy and the grant was only partially used. (See below.)

For planning a Carnegie commission on education and economic progress

\$100,000*

In February 1983, an intersectoral group of leaders assembled at the Corporation under the joint chairmanship of former Governor James B. Hunt of North Carolina and David A. Hamburg, president of the Corporation, to discuss the educational needs of an American economy heavily based on science and technology. One idea to emerge from this meeting was that of a long-term mechanism to examine the relationship between education and economic progress, to conduct policy-oriented research, and to stimulate actions needed to improve education. Marc Tucker, director of the Project on Information Technology & Education, served as consultant to the Corporation, and conducted extensive interviews in order to examine the feasibility and desirability of a commission or similar endeavor. In January 1985, the Corporation announced the creation of the Carnegie Forum on Education and the Economy, headed by the Corporation's president and assisted by an advisory council, with Tucker as executive director.

Public Education Fund

\$250,000

Private sector leaders have begun to acknowledge their long-term stake in improving the quality of public education. In some cities, civic, educational, labor, and corporate interests are starting to work together for better education under the auspices

**Project administered by officers of the Corporation.*

of independent community organizations. Assisting in this effort is the Public Education Fund (PEF), which seeks to establish and strengthen public/private collaborations devoted to improving the quality of public education and increasing support for it. Providing technical and/or financial assistance to new or existing local education funds, PEF has awarded grants totaling \$456,410 to funds in cities including Paterson, New Jersey; San Jose and San Francisco, California; Wilmington, Delaware; Tucson, Arizona; and Washington, D.C. This grant is contributing toward PEF's effort to stimulate the formation of between 40 and 50 education funds serving major urban areas with heavy concentrations of low-income and minority students.

Education Commission of the States

\$224,000

The Education Commission of the States (ECS) is an interstate compact that works with state officials and educators for the improvement of education. ECS is using this grant over a two-year period to help state task forces and commissions implement recommendations made by the many national reports on improving American schools. The organization is convening meetings, providing technical assistance, and sharing information vital to the deliberations of the state task forces. It is also assisting states in addressing the policy implications of educational technology, facilitating greater involvement of the business community in education, and developing a consultative pool. This grant will complement other ECS-supported activities, including those generated by the Task Force on Education for Economic Growth, chaired in 1984 by Governor Pierre du Pont IV of Delaware.

Dan Dimancescu and James Botkin

\$123,000

A phenomenon of the late 1970s and early 1980s has been the development of joint university-industry research centers to help accelerate advances in technology and prepare students for a technology-intensive economy. As the number of centers has increased, various questions have been raised: How many such centers exist? What forms do they take? How effective have these centers been in promoting innovation? What is the appropriate role of the university as a partner and catalyst in generating new wealth for the economy? Dan Dimancescu and James Botkin, corporate and management consultants, have written extensively on the new role that educational institutions are playing in enhancing technological innovation and in strengthening economic development. They are now undertaking case studies of 15 representative centers, analyzing them in depth, and assessing their effectiveness. The authors' findings and recommendations will be published in a book addressed to leaders in academia, industry, and government. This grant covers office expenses, travel and research costs, and the half-time salaries of Dimancescu and Botkin for one year.

Carnegie Foundation for the Advancement of Teaching

\$25,000

Are the institutions that serve the American economy structured in ways that encourage technological innovation, or are they inadvertently becoming organized in ways that stifle it? To deal with these and other questions, Frank Newman, presidential fellow at The Carnegie Foundation for the Advancement of Teaching, has undertaken an examination of the organization and management of industrial corporations and research universities in relation to technological innovation. He is studying a number of systems, identifying organizational models under which technological advances flourish, and undertaking case studies of company and university experience with technological innovation. Newman, who was named president of the Education Commission of the States in January 1985, will present his findings in a book, tentatively entitled *Organizing America for Technological Innovation*.

United States Department of Education

\$25,000

In December 1983, the U.S. Department of Education convened a “National Forum on Excellence in Education” at the Indiana Convention Center in Indianapolis. Participants included governors, members of Congress and the administration, chief state school officers, state legislators, school board members, and teachers and parents. A series of plenary and workshop sessions enabled attendees to discuss topics such as the teaching profession (supply, merit pay), standards and expectations (definitions of excellence, curriculum, testing), and roles and responsibilities (parents, schools, states, federal government). The conference was called to help sustain the momentum toward educational reform that was generated by the National Commission on Excellence in Education’s report, *A Nation at Risk*. The Corporation and a number of other foundations supported the meeting.

Federation of Behavioral, Psychological, and Cognitive Sciences

\$25,000

The Federation of Behavioral, Psychological, and Cognitive Sciences, established in 1980, is an association of 11 scientific societies with research interests in behavioral, psychological, and cognitive processes and their physiological bases. It hosts seminars for congressional and federal agency staff on research in these areas and on its implications for policy in such fields as education, health, and human development. Over the next two years, the Federation plans to hold 18 such science seminars. Thirty guests, including selected members of Congress and their aides and senior federal executives, will be invited to each of the luncheon meetings. Each session will focus on a different topic, such as crime and violence, infants at risk, technology and education, television, health psychology, or social indicators of children’s well-being. An edited transcript will be prepared after each seminar and distributed to the congressional committees and federal agencies that deal with the issue covered. This grant is providing partial support for the seminars.

In September 1984, a symposium called “Ancient Humans in Tomorrow’s Electronic World” was held at the Aspen Institute’s Wye Plantation in Maryland. It was jointly sponsored by the Institute, the Swedish Council for Management and Work Life Issues, the Commission for Future Oriented Research of the Swedish Council for Planning and Coordination of Research, and the Corporation. Involving about 50 Swedish and American scientists and scholars representing a number of disciplines and industrial and nonprofit organizations, the symposium considered the question: How can research-based knowledge about human beings help to ensure that modern technology is used in ways that nurture human ability? The participants focused on the long-term effects on people, as biological and social beings, of environmental changes associated with new applications of technology. David A. Hamburg chaired the first day of the symposium. The Corporation’s grant supported the American participants.

Prevention of damage to children

Although the majority of American children grow up to be strong and capable adults, substantial numbers of children and adolescents encounter serious problems along the way that affect their survival or leave their entire lives warped or unfulfilled. The foundation’s program for the prevention of damage to children is focusing on four of the major kinds of serious harm that befall children and young adolescents: school failure, childhood injury, school-age pregnancy, and substance abuse. In two of these areas — school failure and school-age pregnancy — the Corporation is funding unsolicited proposals. In the other two — childhood injury and substance abuse — it is only initiating projects.

In order to help prevent school failure, the Corporation is supporting efforts to expand preschool education throughout the country; to reduce attrition and improve achievement among junior high school students considered “at risk”; and to improve learning opportunities outside of school through the use of television and other video technologies and through institutions in disadvantaged communities.

The child-bearing rate of American teenagers is among the highest in the industrialized world. Given the Corporation’s limited resources and the fact that there are already a number of programs to prevent or delay repeat pregnancies among teenage girls, the Corporation is concentrating on efforts to prevent the first pregnancy among young adolescents, for which the development and testing of a variety of intervention strategies are being supported.

Although the program focuses on prevention, not enough is known about some problems of certain groups of adolescents to permit development of effective prevention programs. The Corporation intends to support research projects aimed at clarifying crucial questions for prevention where indicated.

School failure

National Coalition of Advocates for Students	\$200,000
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The National Coalition of Advocates for Students (NCAS) is an association of some of the nation’s most experienced child advocacy organizations that work primarily on educational issues. Concerned that the current renewed national interest in improving schools has neglected the special needs of low-income, minority, and handicapped children, the NCAS established in 1984 the National Board of Inquiry into Schools. Cochaired by Harold Howe II, former U.S. commissioner of education, and Marian Wright Edelman, president of the Children’s Defense Fund, the Board’s charge was to investigate and make concrete recommendations on ways to increase the access of disadvantaged students to educational programs that will motivate them to stay in school and enable them to gain the skills and training necessary for work in a changing economy. The Board held hearings in ten cities. The report, produced in early 1985, stands to become part of the national debate

on education and to be used by policymakers and advocates. This two-year grant contributed toward the 1984 budget for NCAS and the Board of Inquiry and follow-up activities in 1985. Additional support was provided by the Ford Foundation.

Hispanic Policy Development Project	\$150,000
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The Hispanic Policy Development Project (HPDP) was formed in 1982 with a planning grant from CBS Inc. to encourage analyses of public policy questions that affect Hispanics living in the United States. Principally concerned with secondary schooling and youth employment, HPDP launched the National Commission on Secondary Education for Hispanics in order to clarify the national interest in helping Hispanic students achieve scholastic excellence and to explore how schools might assure excellence in education without becoming exclusionary and how the problems of Hispanic students in achieving excellence might differ from those of other American students. The Commission held regional meetings in cities with substantial Hispanic school populations to help it examine dropout rates, patterns of course enrollment, achievement levels, and other topics. A report containing its findings and recommendations was issued in 1984 and widely distributed to educators, policymakers, Hispanics, and the American public generally. CBS Inc., the Atlantic Richfield Foundation, and Time Inc. also contributed to the Commission's work.

Huron Institute	\$23,000
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The study of high schools that was carried out under the direction of Theodore R. Sizer with Corporation assistance collected substantial information on a range of school-based social services relating to special education, drug and alcohol abuse, pregnant and parenting teenagers, young people from unstable or highly mobile families, and juvenile delinquency. However, the published report, *Horace's Compromise*, ultimately focused on the academic functions of high schools, and thus the data collected on school-based social services were not analyzed in depth. Under the auspices of the Huron Institute, researchers Eleanor Farrar and Robert Hampel are reanalyzing the unused information, gathering new data as needed, and preparing a report on social service delivery in the 15 schools examined in the original study. Their report is expected to be of interest to anyone concerned with the role of schools in meeting the noneducational needs of youngsters.

Early education and child care

National Association for the Education of Young Children	\$690,000
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In response to the rising demand for information about child-care services and policies from parents, policymakers, media representatives, and interested others, the National Association for the Education of Young Children (NAEYC) received Corporation funds in 1983 to determine the feasibility of establishing an information service to meet this demand. On the basis of the plan it developed, NAEYC,

a professional organization of preschool and primary teachers, child-care workers, and others, is using this grant to establish the first national, computerized Child Care Information Service. The Service will provide the best available data on the need for such services, the numbers of children and families served, criteria for good care, trends in curricula, financing, licensing, staff training, and research findings. The grant is supporting NAEYC's recruitment of staff, data collection, creation of a computer and manual filing system, preparation of new publications, including a newsletter and annual report on child care, and development of a resource and referral network with other organizations. The Center is expected to be in operation by mid-1985.

Mental Health Law Project	\$212,000
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Two federal programs — Supplemental Security Income under the Social Security Act and Early and Periodic Screening, Diagnosis, and Treatment under the Medicaid statute — offer the means for many developmentally disabled children who are poor to obtain early intervention services. A number of barriers, some legal and others simply failure of implementation, make these resources unavailable to many mentally disabled children. The Mental Health Law Project (MHLP) is a public interest organization formed in 1972 to help establish and enforce the rights of mentally and developmentally disabled children and adolescents. With the aid of this two-year grant, MHLP has initiated a number of activities aimed at ensuring that low-income, mentally disabled preschoolers obtain increased access to diagnostic and remedial services under the two federal programs mentioned above. MHLP is organizing a permanent coalition of regional, state, and local organizations to serve this population. MHLP has established a six-member advisory committee to offer technical guidance to the project. Additional funding is being provided by a number of other foundations.

University of North Carolina at Chapel Hill	\$101,700
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Of the 7.5 million families in the U.S. who use some form of child care, family day care is the most frequently used. The National Day Care Home Study conducted between 1975 and 1977 found that, while the majority of family day-care providers are high school graduates, one-fifth have an eighth-grade education or less. In 1982, the University of North Carolina's Frank Porter Graham Child Development Center developed and field tested, with state funds, a set of materials and a curriculum for an independent study and correspondence course for family day-care providers with reading levels below the eighth grade. Thelma Harms, director of curriculum development at the Center, is using this grant to revise, print, and initiate national distribution of the Homebased Training Materials, which consist of a set of information packets, a manual for trainers, and an independent study course. Among the topics covered in the materials are health and safety, growth

and development, arranging space to play and learn, handling behavior problems, and good nutrition. The Center is using an interdisciplinary advisory board to review the materials and offer suggestions for revising and updating them.

Spring Hill Center

\$53,500

There is now substantial evidence from research, some of it supported by the Corporation, that investment in early childhood education improves both social maturation and educational achievement of children in their school years. Yet there is little mention of early education in the recent reports on improving the nation’s educational standards. In order to explore the role of public schools in early education, James A. Kelly, president of the Spring Hill Center, a conference center that has sponsored a variety of cultural activities and public policy programs, used this grant for a two-day meeting. The meeting brought together school superintendents, chief state school officers, governors, aides, state legislators, and business, labor, health, and church representatives to discuss a variety of models of child care and preschool and of alternative financial and administrative arrangements that interested states might adopt. A steering committee developed specific plans for the conference, selected the presenters and participants, and reviewed promising models. This grant covered the major expenses of the meeting.

High/Scope Educational Research Foundation

\$25,000

Since 1971, the Corporation has assisted the research of psychologist David P. Weikart and his colleagues at the High/Scope Educational Research Foundation on the long-term effects of early childhood education and parent training on disadvantaged children. In 1979, High/Scope created the Voices for Children Project to acquaint policymakers and others in government and the private sector with research on the beneficial outcomes of good early childhood education programs. This three-month grant supported the Project while the staff conducted a limited survey of the status of publicly supported early childhood programs in each of the 50 states, planned future activities in selected states and with national associations, and continued its existing programs.

Adolescent pregnancy

National Governors’ Association Center for Policy Research

\$98,500

In July 1983, the National Governors’ Association Center for Policy Research sponsored a national symposium on the needs of American children and the role and responsibilities of state and federal governments in responding to those needs. One result of the meeting was the Children’s Policy Information Project, established by the Center to advise governors and their staffs about the nature and scope of selected problems and about means of addressing them at the state level. Under the direction of Jeffrey Koshel, a former program director at the Urban

Institute, the Project is using this two-year grant to issue papers on adolescent pregnancy and teenage parenting for distribution to state-level decision makers. The papers will discuss the nature of the problem; the patterns and costs of teenage childbearing compared with the costs of preventive services; the effectiveness of model programs and of approaches to the problem that have been taken by states; policies that might help to address aspects of the problem; and methods of increasing the effectiveness of programs.

Substance abuse

Harvard University

\$658,200

The John F. Kennedy School of Government at Harvard University has established an Institute for the Study of Smoking Behavior and Policy under the direction of Thomas C. Schelling, Lucius N. Littauer Professor of Political Economy. The Institute conducts research on smoking behavior, including that of children and adolescents, stimulates collaboration among behavioral, social, and medical scientists, and provides research information to other investigators and research institutions. Planning and start-up funds were provided by the University. This grant is providing partial support for the Institute during its initial three years. The Institute's first report, expected to be ready for publication in mid-1985, will contain an evaluation of current research on smoking behavior and policy with particular emphasis on children and adolescents.

Children of Alcoholics Foundation

\$24,650

Children of alcoholics have a high risk of becoming alcoholics themselves and of developing a variety of other social and health problems. Lack of information about their special needs and characteristics, however, has hampered the development of effective prevention programs aimed at this group. The Children of Alcoholics Foundation was established in 1982 to increase public awareness of the unique problems of children of alcoholics, to promote research on them and the dissemination of research findings, and to encourage local, state, federal, and private agencies to respond to the special needs of such children. In April 1984, a one-day conference of alcoholism researchers was held to discuss existing research on the children of alcoholics. A literature review prepared for the meeting and the conclusions of the conferees have been published. This grant underwrote part of the cost of the meeting and the publications.

Stanford University

\$24,700

Adolescents and young adults aged 15 to 24 now have a higher death rate than they did 20 years ago. In 1960, the mortality rate for this age group was 105 deaths per 100,000; by 1983, it had risen to 120 deaths per 100,000 — higher than for any

other developed country. Alcohol and drug abuse in this age group promote risk-taking behaviors that often lead to accidents, homicide, or suicide. Nathan Mac-coby, a research communications psychologist, and his colleagues at Stanford University used this grant to plan a two-day conference of experts on risk-taking behaviors among adolescents. Papers on key topics commissioned for the conference and a report of the proceedings will be published.

Other

Twin Cities Public Television **\$100,000**

Information on the problems of children growing up in the United States has usually been available chiefly through the medium of print. In order to reach a wider audience, Twin Cities Public Television in Minneapolis/St. Paul received previous Corporation support to assist in the development of seven television programs, called *Your Children, Our Children*, for national broadcast over public television stations. These funds supplement a 1983 grant for the production and dissemination of the half-hour programs on infant health care, child abuse and neglect, day care, students' part-time work, schooling for exceptional children, and sex and sexuality. The final program asks, "Where Do We Go From Here?" The initial broadcast of the series, which was coproduced by John Merrow, Thomas Goodwin, and Gerardine Wurzburg, was followed by a 90-minute call-in program on National Public Radio, designed to elicit viewers' ideas and opinions and to provide information about how they can become active on children's behalf in their own communities. An extensive promotion and outreach plan involving the Girl Scouts, Kiwanis Club, the YMCA, and other organizations was developed for the series. Major funding was provided by the Dayton-Hudson Foundation. Five other foundations also contributed to the project.

University of California, Los Angeles **\$14,400**

In 1972, Bernice T. Eiduson, a psychologist at the University of California, Los Angeles, and a multidisciplinary team of colleagues undertook a systematic study of the effects of nontraditional family structures on children's social, emotional, cognitive, and physical development. They have observed 205 children born into four different types of families: communal, unmarried couple, single parent and, for comparison, married couple. The study began with the parents before the children were born and followed the children through second grade. This grant enabled Eiduson and her coinvestigator, Thomas S. Weisner, an anthropologist, to complete the final report on the study, which includes data on the children's development and achievement, on family attitudes and child-rearing practices, and on the relationships between certain family behaviors and child outcomes. The National Institute of Mental Health has also supported the study.

The Project on Equal Education Rights (PEER) is the major education project of the NOW Legal Defense and Education Fund, an organization dedicated to improving the status of women through public education, research, and litigation. PEER is concerned with fostering equal opportunity in the nation’s public schools. Its primary focus has been on monitoring Title IX of the Education Amendments of 1972, which states that, “No person . . . shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving financial assistance.” Since 1977, the Corporation has contributed over \$1 million toward PEER’s antidiscrimination efforts. Over the next two years, Corporation funding is enabling Leslie R. Wolfe, PEER’s newly appointed director, to broaden PEER’s program beyond its current focus on Title IX, develop new sources of core support, and establish a system of state and local affiliates that can mount monitoring efforts in their own communities.

Human resources in developing countries

Despite major commitments to national economic development over recent decades, often supported by international assistance, many low-income countries have fallen tragically short of enabling their citizens to improve the conditions of their lives. Carnegie Corporation is attempting through its grant program to strengthen human resources in developing countries by supporting initiatives dedicated to the development of healthier, better-educated individuals. While the geographic perspective of the program is worldwide, the foundation's primary interest is in the English-speaking nations of sub-Saharan Africa and the English-speaking Caribbean.

The principal focus of the program is on improvement in the health of women and children. Emphasis is on nutrition and adolescent fertility issues, with some attention given to a set of related educational activities.

A second focus, under which the Corporation makes grants primarily to organizations based in the United States, is on the role of the U.S. scientific, technical, and policy communities in the search for effective development strategies for poor countries, particularly strategies emphasizing improved health and education. Fostering cooperation among scientific counterparts in developed and developing countries is a priority in this regard. The program will support cooperative mechanisms for both the examination of problems and the exchange of information. It will also encourage universities and research organizations in the U.S. and abroad to mobilize expertise across disciplines and link basic and applied research to policy and the implementation of projects.

In addition, the Corporation is supporting efforts to encourage informative media coverage of issues relating to human resources in developing countries and assisting the work of private development aid agencies in the U.S. in broadening public understanding of human resource problems.

Because of the limitation on the foundation's resources, grants are made primarily for research, evaluation, meetings and conferences, professional and technical exchanges, and publications that extract the lessons from development efforts and facilitate application of the findings to various settings. A few demonstration programs in selected sites will be funded to try out new approaches to improving maternal and child health care.

The program does not support individual fellowships for postgraduate, diploma, or degree work. Training, however, may be a component of a project under consideration.

University of Cape Town

\$115,000

The Second Carnegie Inquiry into Poverty and Development in Southern Africa was established in 1981 under the direction of Francis Wilson, director of the Southern Africa Labour and Development Research Unit of the University of Cape Town. With the assistance of a network of researchers, the Inquiry has examined the causes and current conditions of poverty for all racial groups in southern Africa as well as issues related to the country's development. More than 300 papers on poverty and its relationship to income and earnings and other measures of the quality of life were generated and presented at a conference at the University in April 1984. The edited papers are being organized by Wilson and his associates into eight volumes, which will be published in early 1986. There will also be two overview volumes containing the facts and analyses of poverty and recommendations for action. Grants from the Corporation during 1983-84 supported the conference and the follow-up phase of the project.

African Medical and Research Foundation

\$443,000

The African Medical and Research Foundation (AMREF) was founded in 1957 with the mandate "to improve the health of the people of Africa least able to afford medical services." Over the years, it has focused its work in six countries of East Africa (Kenya, Malawi, Somalia, Sudan, Tanzania, and Uganda) and is currently planning expansion into Ethiopia and Zambia. In order to assess the lessons learned from its program experience, AMREF has established an Operational Research and Evaluation Unit at its regional headquarters in Nairobi, Kenya. The Unit is designed to evaluate community health projects, document and analyze the process of moving from pilot projects to large-scale systems of community health services and education, and study the ways in which AMREF's maternal and child health projects have been integrated into broad-based health systems encompassing concerns such as water and agriculture. The results of the Unit's investigation will be disseminated through reports, workshops, and conferences. A major conference will be convened for program designers and policymakers from governments, international agencies, nongovernmental organizations, and funding agencies to review and discuss the Unit's work, which is being supported by this three-year grant.

University of the West Indies

\$180,000

Although regional cooperation in addressing the problems of the small island nations of the Caribbean are complicated by distance, history, and political ideology, it is still being actively pursued. One issue that lends itself to a regional approach is the need to increase opportunities for women to participate in the economic and social development of the area. Previous Corporation grants totaling \$645,000 helped to support the Women and Development Unit (WAND) within

the Department of Extra-Mural Studies of the University of the West Indies, which serves as a center for coordinating women's activities in the Caribbean and for influencing development planning on their behalf. Under the direction of Peggy Antrobus, WAND has been instrumental in encouraging the creation of governmental structures and policies designed to promote women's economic interests. This grant is supporting WAND for two years as it focuses on assessment, documentation, and dissemination of its programs.

African-American Institute

\$250,000

Since 1960, the Corporation has contributed \$4.25 million to various programs of the African-American Institute (AAI) that have nurtured African-American understanding and African development. This one-year grant is permitting AAI to continue three major activities. The first is the Africa Travel Program, which was begun in 1968 as a means of continuing the travel grant program for African educators that the Corporation had operated since 1928 for individuals from Commonwealth countries. The second is the Women and African Development Program, under which AAI is carrying out a number of activities, including the development of an information center and a conference of women's groups working on issues confronting African women. The third is the Program on Policy Issues in African-American Relations, under which AAI has been conducting meetings of U.S. legislators with African leaders beginning in 1971. This Program now also includes briefings, seminars for congressional aides, regional conferences, and trips to Africa by delegations of legislators, journalists, black elected officials, and others. A portion of this grant is supporting establishment of an AAI office in Washington, D.C.

Institute of International Education

\$25,000

In 1980, the Institute of International Education (IIE), the country's major educational exchange agency, received Corporation and Ford Foundation support to establish the South African Education Program (SAEP). In cooperation with U.S. colleges and universities, SAEP brings black South Africans to this country for undergraduate education. The primary purpose of the effort is to prepare the recipients of the scholarships to return to South Africa and work in business and technical fields there. The scholarships are sponsored by the U.S. Agency for International Development and numerous U.S. corporations. The national advisory council for SAEP was interested in learning whether the Program is fulfilling its purposes, and IIE asked Florence Ladd, former dean of students at Wellesley College, to study the aspirations, attitudes, and performance of participating students and to follow up the first set of students to return to South Africa. The evaluation is also being supported by the Ford and Rockefeller foundations and the U.S. Agency for International Development.

TransAfrica Forum

\$40,000

TransAfrica Forum is the research and education arm of TransAfrica, a U.S.-based organization established to draw public attention to U.S. foreign policies affecting Africa and the Caribbean. The Forum produces three publications for subscribers: the monthly *Issue Briefs*, the quarterly *TransAfrica Forum Journal*, and a new periodical, *African Writers Series*. The Forum also conducts seminars and conferences on policy issues that are of concern to U.S. leadership groups. The Ford Foundation has been the Forum's primary supporter since its founding in 1981. This one-year grant is providing partial support for the Forum's activities.

Woodrow Wilson International Center for Scholars

\$25,000

The transition from colonial to postcolonial government in African countries has received little scholarly analysis. In an effort to contribute to a realistic assessment of the legacies of decolonization, the Woodrow Wilson Center and the University of Zimbabwe cosponsored a conference at the University called "The Transfer of Power in Africa, 1951-1980." Held in January 1985, the conference brought together a group of African and Western scholars who have prepared chapters for a forthcoming book on the subject. At the conference, participants reviewed and discussed their colleagues' papers. The book will be edited by Prosser Gifford, deputy director of the Center, and W. Roger Louis, professor of history at the University of Texas at Austin. The conference and resulting book are expected to yield insights into the political, institutional, and bureaucratic contexts in which human resource development efforts must proceed in Africa. The Ford Foundation also provided funds for this meeting.

Overseas Development Council

\$25,000

Many African citizens are experiencing a steady decline in the quality of life because of economic recession, demographic pressures, desertification, adverse balances of trade, climatic changes, and other problems. The Overseas Development Council and the Council on Foreign Relations are undertaking a joint project to review U.S. aid, both public and private, to sub-Saharan Africa and to identify ways in which to improve its effectiveness in meeting present and future needs. A series of meetings and symposia are bringing U.S. and African experts together to discuss internal and external constraints on African development, economic management, population and human resources, industrialization and infrastructure, and agriculture. Background papers prepared for the meetings and recommendations for future U.S. public and private assistance will be included in a book suitable for general readership. This grant, along with support from the two sponsoring organizations and other corporations and foundations, is contributing toward the one-year project.

International Council of Voluntary Agencies

\$23,000

The International Council of Voluntary Agencies (ICVA) is a consortium of non-governmental organizations (NGOs) from advanced industrialized and developing countries working in the field of development. Members of ICVA sit on an advisory committee of NGOs that the World Bank established to assist it in dealing with broad development issues and in improving NGO-Bank cooperation at the project level. In January 1985, ICVA helped the World Bank organize a conference in Botswana on family health in southern Africa for representatives of the World Bank and of governments and local NGOs of Botswana, Lesotho, Malawi, Swaziland, Zambia, and Zimbabwe. Participants shared their experiences and discussed prospects for future collaboration in areas including maternal and child health care, family planning, and nutrition. This grant and funds from the William and Flora Hewlett Foundation supplemented World Bank support for the conference.

National Academy of Sciences

\$25,000

In March 1984, the Institute of Medicine (IOM) of the National Academy of Sciences conducted a workshop on the role of U.S. institutions of higher education in improving community health care, especially for low-income groups. Planned by a committee of five IOM members, the meeting reviewed the nature and extent of cooperation between academic institutions in the U.S. and in other nations — especially in Africa and Latin America—in developing programs to improve health care in those countries. The proceedings were made available as a working paper to U.S. delegates to the World Health Assembly of the World Health Organization in Geneva, Switzerland. The Corporation and the U.S. Department of Health and Human Services supported this meeting.

University of Sussex

\$22,000

The Science Policy Research Unit (SPRU) was established at the University of Sussex in 1966 to study the complex process of technological change, to understand the factors that determine it, and to explore its economic, social, and political consequences the world over. The research of SPRU's Developing Country Group is designed to help policymakers understand how science and technology can contribute specifically to the solution of third-world development problems. As part of an institutional review, SPRU is using this grant, along with support from the Rockefeller Brothers Fund, to assess the experiences of the Group. This will result in a report to be disseminated widely in the development policy community in the United States, Europe, and the third world.

Aspen Institute for Humanistic Studies

\$65,000

Impelled by the crisis in Central America and by other major problems in hemispheric relations, a group of 50 leading citizens from throughout the Americas

convened the second Inter-American Dialogue in March 1984 at Wye Plantation in Maryland to consider a wide range of issues in contemporary Inter-American relations. Held under the auspices of the Aspen Institute for Humanistic Studies, the Dialogue covered such topics as the financing of economic development in Latin America and the Caribbean, renewal of a forum for handling inter-American relations, and means of improving communication within the hemisphere. The Corporation and several other foundations and corporations helped underwrite the Dialogue, which resulted in a report, *The Americas in 1984: A Year for Decisions*, and contributed toward the Dialogue's follow-up activities, including dissemination of the report in English, Spanish, and Portuguese.

Community Television Foundation of South Florida (WPBT)	\$13,800
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WPBT, the public television station in Miami, is planning a telecourse on Latin America and the Caribbean in conjunction with the Latin American and Caribbean Studies Center of Florida International University and Columbia University. This grant permitted selection of the executive producer, the directors, and the writers; formation of the advisory board; and a meeting of staff, advisory board members, and consultants to discuss the project's design and content and to prepare a preapplication to the Corporation for Public Broadcasting/Annenberg Fund. Meetings were also held with potential authors of a textbook and study guide to be based on the series.

American Association of University Women Educational Foundation	\$25,000
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The American Association of University Women Educational Foundation convened a national conference in the fall of 1984 for American women who plan to attend the United Nations-sponsored end of the decade (1975-1985) women's conference in Nairobi in August 1985. The purpose of the meeting was to acquaint American women with the perspectives and priorities of women in the developing world, particularly in the areas of health, education, and cross-cultural communication. The agenda covered third-world women, women in the industrial world, women's health, and improvements in women's status during the past ten years. The Corporation and several other foundations and corporations supported the preparatory conference.

World Priorities	\$25,000
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World Priorities, a research institution, plans to publish a 40- to 50-page handbook on the health, education, and economic conditions of women worldwide. Expected to be ready for advance dissemination to participants in the 1985 United Nations end of the decade (1975-1985) women's conference in Nairobi, the document will feature data on the current status of women in the world community and changes

in that status since World War II. It will serve as a reference for development planners, policymakers, and others, such as university students of development. Ruth Sivard, director of World Priorities, and her staff used funds from the Corporation and the Ford and Rockefeller foundations to research, produce, and disseminate the handbook, *World Survey of Women*.

United States Committee for UNICEF	\$25,000
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The United States Committee for UNICEF (United Nations International Children's Emergency Fund) is the oldest and largest of 33 national UNICEF committees throughout the world. It provides information about the needs of children and families in the developing world and about the role of UNICEF in meeting them. It also engages in fundraising on behalf of UNICEF. UNICEF's annual *State of the World's Children* reports highlight improvements in infant mortality rates and child development as a result of advances in biomedical techniques and social organization. The Committee is planning a public education campaign based on the reports' findings to help generate support for child survival and health as a high governmental and nongovernmental priority, both in the U.S. and abroad, with the goal of better meeting the needs of third-world children. This grant is supporting the planning phase for the campaign.

National Council for International Health	\$24,775
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The United States possesses substantial resources to help in resolving the severe health problems of developing countries. Although current assistance efforts are numerous, they are hindered by the absence of long-term resource planning. Establishment of priorities would lead to more effective and efficient use of these resources and could prompt organizations to increase their international activities. In an effort to strengthen the U.S. response to world health needs, the National Council for International Health (NCIH) has appointed a five-member planning committee to develop a process to identify health priorities around the world and produce a concept paper on the dissemination of information about these priorities. NCIH will build on the committee's work in a subsequent two-year project to focus public attention on world health problems and provide direction to the U.S. international health community. The Institute of Medicine of the National Academy of Sciences is participating actively in this four-month project. The Corporation's award covered the costs of the planning activities.

Washington Institute for Social Research	\$8,320
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The Washington Institute for Social Research was incorporated in 1979 with the aim of deepening and broadening links between advanced thinkers in the human behavioral sciences and innovative public policy and institutional leaders. George Coelho, chief of the Research Development Review Branch of the Office of Extra-

mural Project Review at the National Institute of Mental Health, is a senior advisor to the Institute. This grant enabled Coelho to participate in a World Health Organization international workshop, called "Adaptation to Sociotechnical Change: Behavioral and Mental Health Implications," and in the India Science Congress meetings, which focused on development-oriented psychology. Coelho prepared reports on the workshop and Congress meetings. They are expected to be published in journals reaching researchers and the development community.

Special projects

The grants described as special projects fall outside the foundation’s four specific programs. They include renewed support of projects identified with previous grant programs; exploration of new ideas that do not fit under current program rubrics; grants that reflect broad concerns rather than specific program priorities; and the foundation’s long-standing interests in strengthening the nonprofit sector and in improving communication in fields related to the Corporation’s programs.

Higher education

Consortium for the Advancement of Private Higher Education

\$1,528,500

The Consortium for the Advancement of Private Higher Education (CAPHE) is a national organization that provides grants, contracts, and technical assistance to private colleges and universities that are developing and testing model solutions to major institutional problems. In 1984, CAPHE invited 100 institutions to apply for grants and contracts ranging up to \$50,000 in four key areas: strategic planning, marketing research relating to enrollments, student career concerns in technology, and faculty and staff development necessary to implement change. A portion of this two-year grant covers CAPHE’s administrative expenses. The remaining funds, matching one dollar for every two dollars raised from other sources, including the American Telephone and Telegraph, Ford, and Southern Education foundations, CBS Inc., Prudential Insurance Company, and The Standard Oil Company (Ohio), support its program work.

American Council on Education

\$141,350

The American Council on Education used previous grants from the Corporation and the Ford Foundation to establish the National Student Aid Coalition, which brings together many groups—educational institutions, private agencies, state and federal government, and organizations representing students—that share specific concerns about student aid policies and administration. Under the direction of Francis Keppel, the Coalition also conducts studies of the impact of aid policies on students, families, institutions, states, and society. Reauthorization hearings for the Higher Education Act of 1965 and the Amendments were scheduled for 1984 and 1985. Public debate about the federal role in higher education can be expected to be heightened, and the Coalition will bring the informed views of its constituency to bear on issues that arise. This grant, along with funds from the Ford Foundation, continues support for the Coalition’s activities for two more years.

American Council on Education

\$25,000

The American Council on Education established an Office of Women in Higher Education in 1977. The Office’s major activity, the National Identification Program (NIP), is designed to help women in responsible administrative positions within higher education to gain visibility and expand their professional contacts. The Corporation has provided a total of \$587,000 for NIP’s development and implementation in all 50 states and Puerto Rico. Numerous high-level appointments of women have been made within higher education in the intervening years, some directly attributable to NIP and many more indebted to its success in raising the level of awareness within the field about the importance of women in leadership positions. This final grant assisted NIP in making the transition during 1984 to operation without basic support from outside sources.

State University of New York

\$25,000

Like many state university systems, the State University of New York (SUNY) is hard pressed to provide a full range of services to an ever-widening array of constituencies. SUNY, the nation’s largest university, established in January 1984 a commission of 15 distinguished individuals from outside the system to undertake a comprehensive evaluation of its role and mission. The commission deliberated on such policy issues as the size of the University, governance and accountability, academic quality, and finances. It also held hearings to receive testimony from policymakers, members of the University community, and citizens. The commission was cochaired by Ralph Davidson, chairman of Time Inc., and Harold Enarson, president emeritus of Ohio State University. The commission reported its findings to the governor, the Board of Regents, and the state legislature as well as to Chancellor Clifton Wharton in January 1985. In addition to the Corporation, the Ford and Rockefeller foundations and the Ford Motor Company supported the commission.

University of California, Berkeley

\$145,500

Prominent for many years in the field of higher education, Clark Kerr has been president of the University of California at Berkeley and chairman of the Carnegie Commission on Higher Education and its successor enterprise, the Carnegie Council on Policy Studies in Higher Education. Using this grant, Kerr will write two books over the next four years. The first, tentatively entitled *Higher Learning and Its Discontents*, will be about the changes that have taken place in higher education and society from World War II to the present. The second will focus on Kerr’s experience in the field of labor relations and as an educator and educational policy-maker. Corporation funds are supporting his research assistance and travel expenses.

University of Utah

\$210,000

HERS/West (HERS stands for Higher Education Resource Services) was founded in 1979 to focus on the professional development and advancement of women administrators in institutions of higher education. Sponsored by the University of Utah and directed by Shauna Adix, who also heads the Women’s Resource Center at the University, the program serves the states of Arizona, Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming. Previous Corporation support enabled HERS/West to identify and train “coordinators” for each institution in the region to work with women on their campuses. The program is designed to foster the professional development and advancement of women academic administrators and to assist those women in improving sex equity policies and practices at their institutions. This three-year grant is helping HERS/West to continue development of the program.

Massachusetts Institute of Technology

\$20,000

A second national conference on issues facing black administrators at predominantly white colleges and universities was held in June 1984, at the Massachusetts Institute of Technology (MIT). Support from the Corporation, MIT, the Rockefeller Foundation, and registration fees enabled administrators and faculty members from institutions of higher education across the country to meet and discuss such issues as the declining presence of black students, teachers, and staff on white campuses; the continuing lack of black administrators in senior positions; and the decline in federal and state support for minority programs. The Association of Black Administrators at MIT convened the conference.

Public affairs

NAACP Legal Defense and Educational Fund

\$485,000

Since its founding in 1939, the NAACP Legal Defense and Educational Fund (LDF) has worked to combat racial discrimination in education, employment, housing, voting, and the administration of justice. LDF’s Education Litigation Program focuses on public schools, public higher education, employment in public education, and vocational education. One of the organization’s current priorities is to continue its involvement with the *Adams* case, which resulted in a 1977 ruling requiring the federal government to secure new plans for desegregating post-secondary education systems in six southern states. This three-year grant is providing approximately one-third of the Education Litigation Program’s funding. Other sources of support for the Program include a number of other foundations, court-awarded legal fees, and the LDF’s operating budget.

NAACP Special Contribution Fund

\$730,000

The NAACP Special Contribution Fund is the primary tax-exempt vehicle for support of NAACP community programs. Since 1966, the Corporation has supported aspects of the Fund’s School Desegregation Program with grants totaling \$1,565,000. The grants contributed toward community involvement, research, backup expenses, and direct court costs incurred by the Fund in taking school desegregation cases to court. This three-year grant is supporting the Fund as it completes a number of cases already filed, monitors the implementation of remedial orders or settlement agreements in cities where its cases have brought results, and adds word-processing and data analysis capability to assist in big-city or multi-party cases. In addition, the Fund is training a group of lawyers, researchers, and desegregation experts to function as a school settlement team in cases around the country in an attempt to settle cases without costly and drawn-out litigation. The work of the team will be incorporated into the Fund’s normal pretrial activities.

Joint Center for Political Studies

\$25,000

To mark the 20th anniversary of the Civil Rights Act of 1964, the Joint Center for Political Studies launched a project to examine the Act’s impact on American society, particularly on black Americans and their attainment of civil rights. The nine-month project has three components: research and analysis of the influence of the Act; a national conference that was held in June 1984 to consider the research findings; and a national public education effort. About a dozen research papers appraising the changes of the past 20 years were prepared for the conference. The papers, which cover the courts, public attitudes, the socio-economic status of blacks, enforcement of the Act, politics, and social change, will be put into publishable form. The Corporation and the Ford and Rockefeller foundations contributed toward the conference, which was cohosted by the National Academy of Sciences.

New York University

\$20,000

In 1954, the U.S. Supreme Court issued the *Brown vs. Board of Education* decision, which found that segregated education deprives minority-group children of equal educational opportunity. In September 1984, the Metropolitan Center for Educational Research Development and Training at New York University held a conference on the impact of the decision over the 30-year period. This grant contributed to the publication and dissemination of the conference proceedings, which will include the commissioned papers, summaries of panel presentations, and a synthesis of themes and recommendations. These will be sent to the attendees, state departments of education, the media, and other recipients.

Mexican American Legal Defense and Educational Fund

\$760,400

The Mexican American Legal Defense and Educational Fund (MALDEF) is a national advocacy organization dedicated to improving opportunities for Mexican Americans and other Hispanics. Over the past three years, MALDEF's Educational Advocacy and Litigation Program has concentrated on bilingual education, the quality of educational services available to Hispanics, and desegregation. MALDEF has litigated cases against state and local education agencies addressing each of these issues. It has also monitored the implementation of laws and policies at all levels that affect them. In the next few years, MALDEF, under the direction of Norma Cantu, will concentrate its education litigation and advocacy in California and Texas, two states with the largest Mexican American populations. The Corporation and the Rockefeller and Ford foundations are the principal funders of the Program. Additional income is received from attorneys' fees, fundraising, individual solicitation, and the United Way.

Center for Community Change

\$250,000

For more than 15 years, the Center for Community Change has offered aid and support to community groups and their leaders who are attempting to improve housing, health care, economic development, and other conditions that affect the lives of their constituencies. A major part of the Center's activities involves working with neighborhood organizations to monitor federal programs and helping government agencies to design policies and services that will have a beneficial impact at the local level. It has stabilized and strengthened such newly formed statewide coalitions as the People's Coalition of Missouri, the Georgia Housing Coalition, and the South Carolina Hunger Coalition. This grant is contributing to the Center's support over a two-year period. Additional funding for the Center comes from a number of foundations and corporations and the federal Office of Juvenile Justice and Delinquency Prevention Project.

Association of Former Members of Congress

\$25,000

The Association of Former Members of Congress was established in 1971 to promote understanding of the role of the Congress in the nation's tripartite system of government. For the past six years, the organization's Congressional Fellows Program has sent former U.S. senators and representatives to over 130 colleges and universities for a three- to five-day visit to conduct seminars on the legislative branch. Building on the Program, Former Members of Congress offered a pilot semester-long program involving the six institutions of the Atlanta University Center. During the fall semester of 1984, two former congressmen each spent a week at the six campuses lecturing and meeting with students, faculty members, and administrators. The Corporation's grant contributed to the planning and the pilot program.

National Women’s Education Fund

\$85,000

The National Women’s Education Fund (NWEF) was organized in 1972 to analyze the barriers women encounter in seeking full participation at leadership levels of public life and to develop educational programs to overcome these obstacles. In recent years, NWEF has developed 13 standardized workshops, trained 65 women in 29 states to offer the workshops, and established a method for localities to use the training system, evaluate it, and track subsequent progress of the participants. Its programs have covered topics ranging from becoming a delegate to the national party conventions to planning and running political campaigns to handling issues faced by women once in office. Corporation support and a Charles H. Revson Foundation grant helped to cover NWEF’s core costs for 1984 as it explored the possibility of affiliating with a large national organization.

Rutgers University

\$25,000

The first conference of women state legislators was held in 1972 under the aegis of the Center for the American Woman and Politics (CAWP), a research, education, and public service organization established that year as part of the Eagleton Institute of Politics at Rutgers University. CAWP used a Corporation grant for this gathering and received additional funding to hold a second meeting ten years later that brought together women from 18 state legislatures to examine personal and policy issues of special concern to them. The interest generated by that meeting prompted the Center to organize a third Corporation-supported meeting in 1983, attended by more than 350 women legislators. This grant is enabling CAWP to explore ways of fostering continuing communication among women state legislators.

Coalition of Labor Union Women Center for Education and Research

\$25,000

The Center for Education and Research is the educational arm of the Coalition of Labor Union Women, which was founded in 1974 as a membership organization to promote the interests of labor union women. The Center recently produced a handbook to assist union women in learning about their unions and to encourage them to participate in union programs. Building on that work, it developed with Corporation support a leadership curriculum and training model for union women, entitled “Color Me Union.” In order to assure that the materials and techniques become incorporated into the training opportunities within the union field, the Center used this grant to issue a report, *Increasing Women’s Participation in Their Unions through Education and Training*, which resulted from three “Color Me Union” conferences held in 1983. The grant also helped the Center to develop an instructors’ course for the “Color Me Union” curriculum, to hold several meetings concerned with incorporating the training into labor education and union programs, and to continue dissemination of the materials.

American Citizenship Education Project	\$50,000
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The American Citizenship Education Project (ACEP) was recently established for the purpose of facilitating and coordinating national voter registration and education efforts. Its first major project was the production and distribution of 18 public service announcements for radio and television addressing the opportunity for every American of voting age to register and vote. ACEP received funds from the Charles H. Revson Foundation, the Corporation, and other foundations and corporations for planning and mounting the national media campaign.

National Coalition on Black Voter Participation	\$25,000
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The National Coalition on Black Voter Participation is a membership organization founded in 1976 to conduct nonpartisan voter education programs for black Americans. Its major program is Operation Big Vote, a community-based effort to increase black voter participation in 25 states and the District of Columbia. The Coalition also convenes the “Black Women’s Roundtable on Voter Participation” to recognize and support the high voter participation of black women. In an effort to reach the nearly 18 million blacks, particularly the 18- to 24-year-olds, who are eligible to vote, the Coalition launched a voter education effort utilizing public service announcements on the top 50 black-owned or black-formatted radio stations. The Corporation’s funds helped pay the salary of Jean-Louise Turner, coordinator of the project, and the costs of completion and marketing of the radio scripts.

NAACP Special Contribution Fund	\$25,000
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In May 1984, the NAACP and the National Urban League convened a conference entitled “The Black Family Summit,” to focus attention on changes in, and the problems of, the black American family. Representatives of national black membership organizations were brought together to address issues such as unemployment and economic security, education, family structure, teenage pregnancy and adolescent sexuality, single-parent families, housing, and health. A goal of the meeting was to develop strategies for preserving and buttressing black families. The co-sponsors of the conference are working toward implementation of the conference’s recommendations and toward improving policies at the local, state, and federal levels that affect black families. The Corporation and the Rockefeller Foundation contributed to the conference.

University of South Carolina	\$25,000
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The American South Comes of Age is a college-level telecourse examining the social, economic, and political transformation of the South since World War II. The South, its culture, its changing economy, and the civil rights movement are among the topics covered in the series of 14 half-hour programs that will be supplemented by a book of selected readings and a study guide. Jack Bass of the University of South

Carolina's Office of Telecommunications, and the author of two books about the South, is project director. The Corporation supported completion of the five episodes that deal with civil rights and black political development. An extensive marketing and distribution strategy is planned for the series, which received additional funds from the National Endowment for the Humanities, the University of South Carolina, and a number of other foundations.

Claremont University Center and Graduate School	\$21,600
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Plans for a Chicano Policy Analysis Institute have been discussed for several years by Chicano leaders and academics in the Southwest. In 1981, the Corporation made a grant to the Maricopa Community College District to enable one of the leaders of this effort, Alfredo de los Santos, vice chancellor for educational development, to coordinate the planning. The Claremont University Center and Graduate School later agreed to provide the institutional base for the new Institute. This grant enabled the Claremont University Center and Graduate School to hire two consultants to prepare the plan for the Institute's first three years. The Institute will conduct policy analysis in a wide range of areas that affect Chicanos. Initially it will work primarily in the field of education.

Stanford University	\$20,000
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Despite the growing number of Hispanics in the mainland United States, statistical information about them is limited; studies of differences among Hispanic subgroups are virtually nonexistent. Four universities with strong Hispanic research centers have established an Inter-University Program in Chicano and Puerto Rican Research. The Program is encouraging systematic communication and cooperation among the centers and the development of joint research projects on subjects such as migration, immigration, labor market trends, and language and education policy. The four centers are the Center for Chicano Research at Stanford University, the Chicano Studies Research Center at the University of California at Los Angeles, the Center for Mexican American Studies at the University of Texas at Austin, and the Centro de Estudios Puertorriqueños at Hunter College of the City University of New York. This grant provided partial support for the planning phase of the Inter-University Program.

Puerto Rican Family Institute	\$10,000
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The Puerto Rican Family Institute was organized by a group of social workers who were concerned with the social and psychological disintegration of Puerto Rican migrant families and the lack of meaningful services available to them. In the late 1970s, the Institute's staff noted that Puerto Ricans returning to the island faced similar problems that confronted them when they attempted to settle in the continental United States. "The First Forum on the Human Rights of the Puerto Rican

Migrant Family” was held in 1983 to discuss such families, find immediate solutions to some of their problems, and enable participants to obtain further insight into the needs of the Puerto Rican community in order to plan better delivery of services to them. The Corporation’s grant financed the travel, registration, and lodging costs of five Puerto Rican students of social work who attended the Forum. A portion of the grant was used to edit, print, and distribute the Forum’s proceedings.

Other

Foundation Center

\$250,000

The Foundation Center, established in 1956 at the initiative of the Corporation, systematically gathers, analyzes, and disseminates data on private, community, and corporate foundations and their grants. Its services include publication of the *Foundation Directory*, the standard reference book in the field; preparation of the *Foundation Grants Index Bimonthly*, which offers cumulative lists of reports published by grantmakers as well as expanded grant coverage; and operation of a computerized information system. The Center also maintains an extensive library network with headquarters in New York City, Washington, D.C., Cleveland, and San Francisco and contributes to 125 regional collections of foundation materials. These and other Center resources are available to the public, the government, businesses, grant seekers, and foundations. The Corporation’s past contributions to the Center, which is directed by Thomas R. Buckman, amount to over \$1.3 million. This five-year grant, along with funding from a number of other foundations and corporations, supplements the Center’s income from its publications and services.

Project on an Aging Society

\$290,000*

In 1900, only 3 percent of America’s population was over 65 years of age. Since then, the figure has risen to 11 percent. If current trends continue, in 50 years 20 percent of the population will be over age 65. Since 1982, Alan Pifer, president emeritus and senior consultant of the Corporation, and Lydia Brontë, Project staff director, have been exploring the private and public policy implications of an aging society through interviews and a series of conferences with leading scholars in a variety of fields and disciplines. The Project is one of the very few undertakings in the nation that addresses the effects of an aging society in a range of areas, among them demography, education, health, economics, and values. This grant enabled Pifer and Brontë to continue the Project through 1984. A book that will describe the aging of American society, analyze the implications for social and economic institutions, and present the need to reconceptualize age groups, their experiences and their roles, will be completed in 1985. Edited by Pifer and Brontë, the volume will contain essays by scholars and practitioners.

*Project administered by officers of the Corporation.

National Public Radio

\$150,000

National Public Radio is the production and distribution center for the public radio network of 309 public radio stations located throughout the 50 states and Puerto Rico. Its award-winning daily news programs, *Morning Edition* and *All Things Considered*, explore selected news items in depth. This past year, its 22-member election-coverage team reported on the presidential campaigns, the party conventions, the debates between the candidates and the senate races. A panel composed of citizens from the United States, Europe, and the British Isles communicated regularly via satellite about the effects of such international issues as the economy, war and peace, and the environment on the campaigns. This grant contributed to the costs of the special election coverage.

National Conference on Social Welfare

\$170,000

What should be the federal social role? What principles should guide the development and implementation of federal social policies? Under the auspices of the National Conference on Social Welfare, an organization founded to help promote the well-being of Americans, Alan Pifer, project chairman, and Forrest Chisman, project staff director, are carrying out a study that will assess and make recommendations about these and related questions. A Corporation grant awarded earlier this year, together with a contribution from the Edna McConnell Clark Foundation, enabled Pifer and Chisman to develop the study plan, which includes a series of meetings and seminars. They are also preparing a book about the findings of the study and setting forth broad principles and specific recommendations for future directions of federal social policy. Other scholarly books and articles on specific aspects of the study, educational materials, and a report of a distinguished advisory panel set up to review the findings and recommendations are expected to be produced. This 31-month grant is providing general support. A number of other foundations have also contributed to the project.

Youth Project

\$450,000

Since 1970, the Youth Project has provided technical assistance and small amounts of financial support to organizations that show promise of working effectively at the local level on matters involving social justice and equal opportunity. Operating out of six regional offices, staff members identify projects that seem likely to benefit the community and help them with advice and direction on how to achieve their goals and attract financial support. In response to an evaluation of its first ten years, the Project has broadened its constituency from young people to poor, minority, and excluded individuals regardless of age who are working for constructive social change. The Corporation, which has contributed over \$1.6 million to the Project over the past 12 years, renewed its funding for an additional three years.

The Urban Institute is a private, nonprofit research organization that examines the social and economic problems of the nation’s communities. In 1981, it began an examination of the impact of President Reagan’s economic program by monitoring and analyzing data on significant shifts in economic and social policy. The first year of work resulted in a comprehensive and scholarly account of the administration’s program, published by the Institute as *The Reagan Experiment: An Examination of Economic and Social Policies under the Reagan Administration*. The Corporation supported project codirectors, Isabel V. Sawhill and John L. Palmer, and their staff during the final phase of the study as they evaluated the effects of recent budget, tax, and regulatory policies on members of minority groups, female-headed families, children, the elderly, and different income classes. A culmination of the project’s analyses is included in the report, *The Reagan Record: An Assessment of America’s Changing Domestic Priorities*. The Ford and John D. and Catherine T. MacArthur foundations contributed major support.

Since 1971, the Corporation has provided \$880,000 for the work of psychologist Michael Cole and his colleagues in the Laboratory of Comparative Human Cognition, currently based at the University of California, San Diego. Over this period, Cole and staff have conducted research on cognitive development among children growing up in different cultures and contexts. For example, studies of memory confirmed that ethnic differences in performance on tests of recall were due to differences in command of vocabulary rather than in memory capacity; they also showed that the schools Cole examined, when compared to daily life, demand more and different kinds of memorization, so that school tests of memory are not predictive of performance outside of school. The Corporation is supporting the researchers’ work on the construction of educational activities to promote basic skills in reading, mathematics, and computer literacy in heterogeneous classroom populations.

The confidence of American citizens in leaders of business, labor, medicine, higher education, government, and other fields declined markedly between 1966 and 1981, according to a Harris Survey. John W. Gardner, who left the Corporation’s presidency in 1965 to become U.S. Secretary of Health, Education, and Welfare and subsequently founded Common Cause and Independent Sector, has long taken an interest in leadership within all parts of society. Now retired from the chairmanship of Independent Sector, Gardner is spending the next three-to-five years studying and writing about whether and how leaders, wherever they are in the nation, can fulfill their responsibilities and potentialities. Among the issues he expects to address are how leadership can be developed at all organizational levels and across

sectoral boundaries and how a sense of responsibility and commitment to the society can be engendered in more potential leaders. This three-year grant, together with support from other foundations, is supporting Gardner’s work, which will be disseminated in speeches, essays, and articles.

Carnegie Dunfermline Trust

\$25,000

The Carnegie Dunfermline Trust, established in 1903 for the betterment of social conditions in Andrew Carnegie’s native town, has the additional responsibility of maintaining the cottage in which Mr. Carnegie was born and the adjacent Memorial Hall, built and endowed with funds provided by Mrs. Carnegie in 1928. In preparation for the 150th anniversary of Andrew Carnegie’s birth, which will be celebrated in August 1985, the birthplace and museum were renovated and new exhibits were developed for the museum. The Scottish Tourist Board provided half of the renovation costs. This grant and support from several of the Carnegie institutions and trusts also contributed to the project and to a maintenance fund for the birthplace and museum.

Harvard University

\$25,000

The John F. Kennedy School of Government at Harvard University is seeking practical and politically feasible ways to cope with failures in the functioning and effectiveness of major governmental institutions at the federal level. It held a year-long seminar on American governmental institutions with faculty members from the School, the Department of Government of the Faculty of Arts and Sciences, the Law School, and other University graduate schools. Richard Neustadt, Lucius N. Littauer Professor of Public Administration, and Hugh Heclo, professor of government, cochaired the seminar. This grant provided partial support for the seminar rapporteur and secretarial assistance.

Michael Reese Hospital and Medical Center

\$20,000

Schizophrenia is one of the most widespread diseases of young people and accounts for a major portion of hospitalization and chronic disability in the U.S. population. For the past 12 years, Roy Grinker, chairman emeritus of the Department of Psychiatry at Michael Reese Hospital and Medical Center, has directed an in-depth research project on the etiology, course, and outcome of schizophrenia in young patients. The research has included observations of behavior, informal interviews within the context of a psychological test, and special questionnaires. This grant is enabling Grinker and his colleagues to finish writing and editing a book on the study. The manuscript, expected to be completed in early 1985, will be published by Charles C Thomas Publisher.

Under the aegis of the Western Center of the American Academy of Arts and Sciences, Joan Rubin, Western Center research associate, and Neil J. Smelser, professor of sociology at the University of California, Berkeley, organized an exploratory conference on the future of psychiatry. The meeting brought together leaders in psychiatry and the social sciences to discuss the most critical intellectual and institutional issues in the current state of clinical psychiatry and develop research strategies in response to these issues. The findings of the exploratory conference were summarized and disseminated to appropriate professional societies and government agencies.

Sherwood Washburn, professor of anthropology emeritus at the University of California, Berkeley, has made many contributions to the fields of physical anthropology, primatology, language and evolution, and human biology and evolution as they affect behavior. This 22-month grant is enabling Washburn to complete a book of essays on how the study of evolution illuminates the understanding of human nature. The essays will focus on three themes: the success of humans relative to apes to survive even before the development of agriculture, the implications of primate research for improving contemporary education, and the limitations of the human brain in solving modern problems. Washburn also hopes to write a personal account of developments in the field of anthropology during the course of his career. The Corporation’s funds are supporting part-time research, office, and travel expenses and editorial assistance.

Program development and evaluation fund

The Program Development and Evaluation Fund enables officers to explore potential new program directions. It also allows them to follow up grant commitments with objective reviews of what has been learned. The following allocations, totaling \$152,957, were made from the Fund in 1983-84:

For a meeting on the potential usefulness of the behavioral sciences in avoiding nuclear war	\$17,653
For an exploration of the implications for preschool education of public school reform efforts	6,907
For a meeting on schools and the educational achievement of low-income and minority students	4,170
For a meeting to plan a computer-assisted English-as-a-second-language instructional system for Hispanic students	4,246
Toward a meeting on school improvement projects	1,908
For a planning meeting for the Corporation's new program on human resources in developing countries	6,000
Toward the expenses of a Carnegie-MacArthur working group on international security	25,000
For preparation of a report on the role of business in U.S.-Soviet relations	25,000
For consultation on the National Institute for Chicano Studies proposal	2,323
For a meeting on the role of black churches in programs for children and adolescents	17,000
For expenses of the advisory group for the Corporation's program concerned with avoiding nuclear war	5,000
For a meeting on the educational potential of television for children	18,000
For a review of programs and services to foster responsible sexual behavior on the part of adolescent boys	14,800
For an assessment of the policy studies and public education about early education by the High/Scope Educational Research Foundation	4,950

Dissemination fund

Allocations from the Dissemination Fund assist in the completion of books and other publications that emerge from projects supported by the Corporation and help to ensure their widespread promotion and distribution. The following allocations, totaling \$10,600, were made from the 1983-84 Dissemination Fund:

For a consultant to assist in the completion of <i>An American Dilemma Revisited</i> , by Gunnar Myrdal	\$7,500
Toward publication of a handbook of programs and policies to promote sex equity in colleges and universities	3,100

Publications resulting from grants

In 1983-84, 15 books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation were published by commercial and university presses and by research organizations. This year's list reflects principally former grant programs of the Corporation.

Two publications addressed issues in higher education:

Financing in a Period of Retrenchment: A Primer for Small Colleges, by Joseph P. O'Neill and Phillip M. Grier (National Association of College and University Attorneys)

The Missing Connection Between Business and the Universities, by Ernest A. Lynton (American Council on Education and Macmillan Publishing)

Grants in the field of elementary and secondary education resulted in the following books:

Horace's Compromise: The Dilemma of the American High School, by Theodore R.Sizer (Houghton Mifflin)

Parents Can Make a Difference — at School: A Southeastern Public Education Program Report on Its School Needs Assessment Project (Southeastern Public Education Program)

A number of publications resulted from the Corporation's interest in the development and education of young children:

Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19, by John R. Berrueta-Clement, Lawrence J. Schweinhart, W. Steven Barnett, Ann S. Epstein, and David P. Weikart (High/Scope Press)

Frames of Mind: The Theory of Multiple Intelligences, by Howard Gardner (Basic Books)

The Origins and Growth of Communication, by Lynne Feagans, Catherine Garvey, and Roberta Golinkoff with Mark T. Greenberg, Carol Harding, and John N. Bohannon (Ablex Publishing)

Playspace: Creating Family Spaces in Public Places, by Jeri Robinson and Patricia Quinn (Boston Children's Museum)

Strengthening Families: Strategies for Improved Child Care and Parent Education, by Nicholas Hobbs, Paul R. Dokecki, Kathleen V. Hoover-Dempsey, Robert M. Moroney, May W. Shayne, and Karen H. Weeks (Jossey-Bass)

When Churches Mind the Children: A Study of Day Care in Local Parishes, by Eileen W. Lindner, Mary C. Mattis, and June R. Rogers (High/Scope Press)

Three books emerged from the Corporation's public affairs program:

Minority Vote Dilution, edited by Chandler Davidson (Howard University Press)

The Reagan Record: An Assessment of America's Changing Domestic Priorities, edited by John L. Palmer and Isabel V. Sawhill (Ballinger Publishing)

Sex Segregation in the Workplace: Trends, Explanations, Remedies, edited by Barbara F. Reskin (National Academy Press)

One publication reflects the Corporation's long-term interest in African education:

Insights into African Education: The Karl W. Bigelow Memorial Lectures, edited by Andrew Taylor (Teachers College Press)

One publication of special interest is:

Skibo: The Story of the Scottish Estate of Andrew Carnegie, from its Celtic Origins to the Present Day, by Joseph Frazier Wall (Oxford University Press)

*The Report
of the Secretary*

The report of the secretary

At the close of the annual meeting in December, two valued members of the board, Cándido A. de León and Carl M. Mueller, completed their second terms. Mr. de León had joined the board in February 1976 and had served as a member of the nominating committee. Mr. Mueller was first elected to the board in December 1975. He served on the finance and administration committee during his entire tenure as a trustee and was chairman of that committee from January 1977 on.

Two new trustees joined the board in December 1983: James L. Gibbs, Jr., professor of anthropology at Stanford University, and Thomas A. Troyer, a partner at the Washington law firm of Caplin & Drysdale. Mr. Gibbs received the bachelor's degree from Cornell University and is a member of the University's board of trustees. He was awarded a doctoral degree in social anthropology by Harvard University and was a member of the faculty of the University of Minnesota before joining the Stanford faculty in 1966. Mr. Gibbs has conducted extensive field research on law, social organization, and personality among the Kpelle of central Liberia. He has published and lectured widely.

Mr. Troyer received the bachelor's degree from Harvard College and the doctor of jurisprudence from the University of Michigan Law School. During the 1960s, he served as Special Assistant and Trial Attorney in the U.S. Department of Justice and then in the Office of Tax Legislative Counsel in the Treasury Department. He joined Caplin & Drysdale in 1967. Mr. Troyer acts as general counsel to the Council on Foundations and as chairman of the Foundation Lawyers Group, and he has written and spoken extensively on foundations, philanthropic institutions, and tax law. He is on the board of directors of the Children's Defense Fund, the Natural Resources Defense Council, and the Stern Fund.

At the annual meeting in December, Tomás A. Arciniega, Helene L. Kaplan, and Judy P. Rosenstreich, whose first terms were due to expire, were reelected to second four-year terms. John C. Taylor, 3rd, was reelected chairman of the board and Mrs. Kaplan was reelected vice chairman.

The trustees held regular board meetings on October 13 and December 8, 1983,

and February 9, April 10, and June 19, 1984. A two-day retreat to permit in-depth discussion of the Corporation's programs was held at the Sterling Forest Conference Center in New York on May 3 and 4, 1984.

During the year, the finance and administration committee consisted of Richard B. Fisher, chairman, John G. Gloster, David A. Hamburg, Mrs. Kaplan, Ann R. Leven, Mr. Taylor, and John C. Whitehead. It met on October 20 and December 8 and 27, 1982, and January 25, February 9, April 25, June 12 and 19, July 31, and September 12 and 19, 1984.

The nominating committee was composed of Margaret K. Rosenheim, chairman, Jack G. Clarke, Dr. Hamburg, Ruth Simms Hamilton, and Mr. Whitehead. It met on October 12 and December 8, 1983, and February 9, April 10, and June 19, 1984.

The agenda committee, an *ad hoc* committee of the board established in 1981, had as its members during the year Mr. Clarke, Dr. Hamburg, Mrs. Kaplan, Anne Firor Scott, and Mr. Taylor. It met in conjunction with the meetings of the full board.

In October 1983, the board appointed Idalia Holder assistant secretary of the Corporation. Ms. Holder came to the foundation in 1974 as personnel assistant and was named personnel director and office manager in 1978. In addition to her corporate position, she has retained the title and responsibilities of personnel director. Ms. Holder holds a bachelor's degree in business administration from Northeastern University.

Two members of the treasurer's office retired from the Corporation at the end of 1983. Thomas A. Bergin had joined the staff in 1973 as assistant treasurer and was named associate treasurer in 1975. Olga V. Abello, a staff member since 1971, had been the Corporation's accountant since 1973. Edward M. Stroz joined the foundation as controller in February 1984 and resigned in June to take a job in a federal agency. Jeanmarie C. Grisi was appointed controller in September. Ms. Grisi, a graduate of St. John's University, is a certified public accountant. She was assistant comptroller at the New York Public Library prior to joining the Corporation.

In January 1984, Jill W. Sheffield was made a program officer. Ms. Sheffield, who had been a program associate in the Corporation's International Program since 1981, serves as the executive officer for the staff program committee that manages the foundation's program on human resources in developing countries. Ms. Sheffield graduated from Glassboro State College and received the master's degree in international education from Teachers College, Columbia University. Before joining the Corporation, she had worked for ten years at World Education, an organization providing planning and technical assistance to governments and private agencies in developing countries in a variety of fields. She is a board member of the International Planned Parenthood Federation and the Freedom from Hunger/Meals for Millions Foundation.

Four new program staff members were hired during the year in connection with the development of the Corporation's four new programs. Diane L. August was named a program associate in the program concerned with the prevention of damage to children. She earned an M.A. degree in education and a Ph.D. degree in child development at Stanford University after graduating from Wheaton Col-

lege. Before joining the Corporation, she had been a postdoctoral fellow in the Department of Psychology at Stanford and a legislative assistant to Congressman Edward R. Roybal in health and education policy development. Mary L. Kiely, who holds bachelor's and master's degrees in biological sciences from Stanford University and a Ph.D. in molecular and cellular biology from the University of Washington, was appointed a program associate in the program on education: science, technology, and the economy. From 1982 until she joined the Corporation, she was a Josiah Macy Fellow at the Division of Health Policy Research and Education of Harvard University.

Deana A. Arsenian, who received a master's degree in international affairs from Columbia University in May 1984, was appointed a program assistant in the program concerned with avoiding nuclear war. Ms. Arsenian, a native of Armenia, lived for many years in the Soviet Union and is fluent in Russian. She received her undergraduate degree in political science from Barnard College. David Devlin-Foltz joined the Corporation staff as a program assistant in the program on human resources in developing countries. Mr. Devlin-Foltz earned a master's degree in public affairs at the Woodrow Wilson School of Public and International Affairs of Princeton University in May 1984; he holds a bachelor's degree in English literature from Yale University. He has worked as an intern with the International Planned Parenthood Federation and as a consultant to the Ford Foundation.

Helen Chayefsky, who had come to the Corporation in 1981 and was made an administrative assistant to the vice president, program, in 1983, resigned in May 1984 to move to Boston, Massachusetts. Evelyn Nieders, a staff member since 1974, was named as her replacement. Ms. Nieders holds a bachelor's degree from Mount St. Mary College and is currently enrolled in a graduate program in business administration at Baruch College of the City University of New York.

*The Report
of the Treasurer*

The report of the treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 85 through 114. The following comments highlight and supplement the information presented therein.

Investment matters

The Corporation's principal investment objective is to achieve long-term total return, consisting of capital appreciation as well as dividend and interest income, sufficient to maintain the purchasing power of the endowment while continuing to support the program of the Corporation. To monitor experience relative to this objective, a monthly index of total return on the portfolio is calculated. The index shows a total return of 1.5 percent for the fiscal year ended September 30, 1984. However, total return for the latest five fiscal years has been 16.2 percent, compounded on an annual basis.

On September 30, 1984, the market value of the Corporation's investments was \$503.9 million, compared with \$515.7 million at the end of fiscal 1983.

The table below shows the composition of investment assets at year-end.

Investment assets on September 30, 1984			
	Market value	Percent of total	Prior year percent of total
Main portfolio:			
Equities			
Common stocks	\$199,686,355	39.6%	61.9%
Convertible securities	13,572,500	2.7	2.9
Fixed income securities			
Short term	93,528,150	18.6	7.7
Intermediate and long term	149,726,789	29.7	20.6
Limited partnerships	37,925,084	7.5	4.8
Other	9,504,113	1.9	2.1
	<u>\$503,942,991</u>	<u>100.0%</u>	<u>100.0%</u>

As readers of prior years' reports may recall, mention has been made of the Corporation's efforts to increase the diversification of its investments and to supplement, if possible, the rates of return available from its holdings of equities and fixed-income investments. Beginning in 1979-80, the Corporation began to make investments in venture capital funds. More recently, the Corporation has made investments in income-producing real estate. Toward the end of the 1984 fiscal year, the Corporation began to expand its investment horizons still further by making a few small investments in foreign (non-United States) equities.

The great majority of the Corporation's investment assets, however, remains in domestic publicly traded equity and fixed-income securities, for which the Corporation's trustees delegate decisions on individual purchases and sales to investment managers who operate within investment policies and standards set by the trustees. The finance and administration committee of the board of trustees meets periodically with the investment managers.

While delegating authority for individual investment decisions to outside managers, the trustees retain ultimate responsibility for investment policy, including policy relating to the public responsibilities of the corporations represented in the investment portfolio. To facilitate the application of policy to specific circumstances raised by corporate proxy resolutions, the trustees have endorsed the following voting procedures:

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature.

Proxy statements which contain resolutions related to corporate governance or public responsibility are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies will be voted.

Trustee action on proxy issues is not limited to a positive or negative vote on each proposal, however. It may involve written or oral communication with senior officers of corporations whose securities are held in the Corporation's portfolio.

The Corporation's income

The income from investments for the year ended September 30, 1984, was \$32,241,625, compared with \$28,199,910 the preceding year, reflecting a shift in assets from equities to fixed-income investments which has been occurring over the last three years. During 1983-84, the market value of fixed-income investments has increased from \$146,043,164 to \$243,254,939, primarily as a consequence of this asset reallocation strategy.

Appropriations and expenditures

A total of \$20,150,373 was appropriated in fiscal 1984 for grants, studies, and projects. This total was a 52 percent increase over the corresponding figure for the prior year. Any balance held by a grantee or by the Corporation after a project has been completed or terminated is customarily refunded to the Corporation or cancelled. Refunds and cancellations are listed on page 114 as adjustments of

appropriations and amounted to \$615,134 for the year ended September 30, 1984. Net appropriations, therefore, were \$19,535,239. A complete list of grants and other appropriations is shown on pages 92 through 114.

The general administration and program management expenditures, as shown on page 90, were \$3,644,270 in fiscal 1984, compared with \$3,338,610 in the previous fiscal year.

Under the provisions of the Tax Reform Act of 1969, Carnegie Corporation is subject to a federal excise tax on investment income and realized capital gains. The estimated tax for 1983-84 is carried as a current liability of \$1,509,684. In addition, the balance sheet contains a deferred tax liability of \$686,870, representing the potential tax on investment gains as yet unrealized.

Ten-year financial summary (in thousands)

Fiscal year ended September 30	Market value of investments at year end	Total income	Appropriations for grants, studies, and projects — net	Other expenditures	Excess (deficiency) of income over expenditures
1984	\$503,943.0	\$30,985.8	\$19,535.2	\$4,230.5	\$7,219.9
1983	515,709.1	27,170.2	13,231.1	3,921.4	10,017.7
1982	380,698.9	21,874.9	14,341.9	3,595.8	3,937.2
1981	334,998.6	17,149.0	12,146.4	3,074.9	1,927.7
1980	345,502.1	18,586.3	11,464.3	2,704.4	4,417.6
1979	294,487.2	18,613.6	12,225.8	2,504.4	3,883.4
1978	284,500.7	16,457.1	11,844.9	2,198.6	2,413.6
1977	271,999.6	14,575.3	12,529.2	2,531.6	(485.5)
1976	280,134.1	12,754.6	12,802.2	2,628.0	(2,675.6)
1975	239,886.5	11,135.3	13,564.8	2,343.9	(4,773.4)

Audit by independent accountants

The bylaws provide that the Corporation’s accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation’s financial statements for 1983-84. The Corporation’s financial statements and related schedules, together with the auditor’s opinion letter, appear on the following pages.

Opinion of independent accountants

The Board of Trustees
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1984 and 1983, and the related statements of changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1984 and 1983, and the changes in its fund balances for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Our examinations were made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information included in the schedules on pages 89 through 91 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the examinations of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York
November 21, 1984

Balance sheets
September 30, 1984 and 1983

	1984	1983
Assets		
Investments, at market		
Equities	\$213,258,855	\$333,778,294
Fixed income	243,254,939	146,043,164
Limited partnership interests	37,925,084	24,929,446
Other	<u>9,504,113</u>	<u>10,958,148</u>
	503,942,991	515,709,052
Cash	524,791	1,209,104
Program-related investments (net of allowance for possible losses of \$295,000 in 1984 and \$346,250 in 1983)	<u>295,000</u>	<u>346,250</u>
Total assets	<u>\$504,762,782</u>	<u>\$517,264,406</u>
Liabilities and fund balances		
Liabilities		
Unpaid appropriations	\$15,824,344	\$12,553,428
Federal excise tax payable		
Current	1,509,684	1,985,996
Deferred	<u>686,870</u>	<u>2,011,500</u>
Total liabilities	<u>18,020,898</u>	<u>16,550,924</u>
Fund balances		
Income	—	—
Principal	<u>486,741,884</u>	<u>500,713,482</u>
Total fund balances	<u>486,741,884</u>	<u>500,713,482</u>
Total liabilities and fund balances	<u>\$504,762,782</u>	<u>\$517,264,406</u>

See accompanying notes to financial statements.

Statements of changes in fund balances
for the years ended September 30, 1984 and 1983

Income fund	1984	1983
Income		
Interest and dividends	\$32,241,625	\$28,199,910
Less investment expenditures	<u>1,312,160</u>	<u>1,102,831</u>
Net investment income	30,929,465	27,097,079
Other	<u>56,348</u>	<u>73,138</u>
Total income	<u>30,985,813</u>	<u>27,170,217</u>
Expenditures		
Provision for federal excise tax	617,621	526,588
General administration and program management— see notes 2 & 3	3,664,270	3,338,610
Grant appropriations (net of refunds and cancellations of \$607,085 in 1984 and \$49,719 in 1983)	18,967,451	11,712,891
Appropriations for studies and projects administered by the officers (net of refunds and cancellations of \$8,049 in 1984 and cancellations of \$12,484 in 1983)	567,788	1,518,190
Provision for possible losses on program-related investments	<u>(51,250)</u>	<u>56,250</u>
Total expenditures	<u>23,765,880</u>	<u>17,152,529</u>
Excess of income over expenditures	7,219,933	10,017,688
Transfer to principal fund	<u>(\$7,219,933)</u>	<u>(\$10,017,688)</u>

See accompanying notes to financial statements.

Principal fund	1984	1983
Expendable:		
Balance at beginning of year	\$365,376,614	\$231,897,447
Additions and deductions		
Net gain on investment transactions	44,603,151	72,954,359
Net realized gain on recovery of reversionary interests	2,923	9,866
Less applicable federal excise tax	(892,063)	(1,459,284)
Unrealized appreciation (depreciation) of investments net of deferred federal excise tax (credit) of (\$1,324,630) in 1984 and \$1,060,338 in 1983	(64,905,542)	51,956,538
Transferred from income fund	<u>7,219,933</u>	<u>10,017,688</u>
Total expendable, end of year	<u>351,405,016</u>	<u>365,376,614</u>
Nonexpendable (balance at beginning and end of year):		
Endowment	125,000,000	125,000,000
Legacy	<u>10,336,868</u>	<u>10,336,868</u>
Total nonexpendable	<u>135,336,868</u>	<u>135,336,868</u>
Total principal fund balance	<u>\$486,741,884</u>	<u>\$500,713,482</u>

See accompanying notes to financial statements.

Notes to financial statements

September 30, 1984 and 1983

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting and accordingly reflect all significant receivables and payables. However, investment income is recorded on a cash-collected basis, and fixed asset acquisitions are not capitalized but are charged against income in the year acquired. These two exceptions to the accrual basis of accounting have no material effect on the financial position or changes in fund balances.

The resources of the Corporation are accounted for in two funds — income and principal. The principal fund consists of nonexpendable and expendable resources. Nonexpendable resources were received from Andrew Carnegie who, by the terms of the conveying instrument, stipulated that the principal may never be expended. Expendable resources represent net gains on investment transactions and reversionary interests, which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Corporation Law.

(2) Retirement plans:

The Corporation purchases annuities for employees under the terms of a noncontributory, defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund. Retirement plan expenses for the years ended September 30, 1984 and 1983, were \$292,933 and \$278,628, respectively.

In addition, the Corporation has established a noncontributory supplemental annuity plan which is administered by Teachers Insurance and Annuity Association and College Retirement Equities Fund. The contribution in the fiscal year ended September 30, 1983, to this plan for the plan year beginning January 1, 1984, was \$86,500. It is expected that a similar contribution for the plan year beginning January 1, 1985, will be made.

(3) Lease:

The Corporation leases office space under a 20-year lease expiring March 31, 1988. The basic annual rental is \$136,013 and is subject to escalation provisions for maintenance and taxes. Rental expense for 1984 and 1983 was \$343,141 and \$350,010, respectively.

Summary of investments held and income from investments*
for the year ended September 30, 1984

	Tax basis**	Market value	Excess (deficiency) of market value over tax basis	Income
Equities				
Common stocks	\$174,067,867	\$199,686,355	\$25,618,488	\$9,638,597
Convertible securities	13,641,417	13,572,500	(68,917)	1,185,311
Fixed income securities				
Short term	93,416,846	93,528,150	111,304	7,961,899
Intermediate and long term	147,320,634	149,726,789	2,406,155	12,606,059
Limited partnership interests	30,932,771	37,925,084	6,992,313	422,086
Other	10,219,937	9,504,113	(715,824)	427,673
	<u>\$469,599,472</u>	<u>\$503,942,991</u>	<u>\$34,343,519</u>	<u>\$32,241,625</u>

*A complete listing of securities is available upon written request.
 **Tax basis is cost, except for limited partnership investments, which are carried at equity.

**Schedule of general administration, program management,
and investment expenditures for the year ended September 30, 1984,
with comparative totals for the year ended September 30, 1983**

	1984			1983
	General administration and program management expenditures	Investment expenditures	Total	Total
Salaries	\$1,749,488	\$101,019	\$1,850,507	\$1,732,727
Investment advisory and custody fees	—	1,091,445	1,091,445	913,606
Employee benefits — note 2	602,599	29,877	632,476	648,646
Rent — note 3	324,409	18,732	343,141	350,010
Travel	164,314	—	164,314	140,014
Trustees' honoraria and expenses	121,665	10,982	132,647	101,417
Quarterly and annual reports	126,547	—	126,547	107,963
Legal and accounting services	73,140	38,398	111,538	33,729
Postage, telephone, and messenger services	96,827	5,591	102,418	70,497
Consultants	101,168	—	101,168	36,271
Office equipment, services, and supplies	78,820	4,551	83,371	96,706
Conferences and meetings	62,505	3,609	66,114	61,215
Copying and duplicating	52,165	3,012	55,177	26,941
Computer	51,914	2,998	54,912	63,523
Membership fees	25,000	—	25,000	25,000
Books and periodicals	19,712	1,138	20,850	16,857
Miscellaneous	13,997	808	14,805	16,319
	<u>\$3,664,270</u>	<u>\$1,312,160</u>	<u>\$4,976,430</u>	<u>\$4,441,441*</u>

*Includes \$1,102,831 of investment expenditures.

Schedule of
appropriations and payments*
for the year ended September 30, 1984

Summary of grant appropriations and payments				
	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
For United States purposes	\$18,588,536	\$11,299,197	\$15,244,473	\$14,643,260
For international purposes	986,000	1,010,502	1,170,899	825,603
	19,574,536	<u>\$12,309,699</u>	<u>\$16,415,372</u>	<u>\$15,468,863</u>
Less refunds and cancellations	607,085			
	<u>\$18,967,451</u>			

Summary of appropriations for studies and projects administered by the officers				
	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
For United States purposes	\$571,486	\$219,984	\$464,085	\$327,385
For international purposes	4,351	23,745	—	28,096
	575,837	<u>\$243,729</u>	<u>\$464,085</u>	<u>\$355,481</u>
Less refunds and cancellations	8,049			
	<u>\$567,788</u>			

*This schedule shows all payments made during the fiscal year 1983-84 from appropriations of that year and the preceding years.

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
African-American Institute 833 United Nations Plaza New York, New York 10017 <i>Program on policy issues in African-American relations — \$202,400 (1982)</i>		\$69,068	\$69,068	
<i>Project support</i>	\$75,000*		75,000	
American Academy of Arts and Sciences 136 Irving Street Cambridge, Massachusetts 02138 <i>Planning conference for research on the future of psychiatry</i>	19,750		19,750	
<i>Study of weapons in space</i>	250,000		200,000	\$50,000
American Association for Higher Education One Dupont Circle, N.W. Washington, D.C. 20036 <i>Center for Learning and Telecommunications — \$370,000 (1982)</i>		170,000	170,000	
American Association for the Advancement of Science 1776 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Annual Science Education Colloquium and related activities</i>	356,000		74,600	281,400
American Association of University Women Educational Foundation 2401 Virginia Avenue, N.W. Washington, D.C. 20037 <i>Conference for American women in preparation for the 1985 U.N. Decade for Women conference</i>	25,000		25,000	
American Citizenship Education Project 1000 Wisconsin Avenue, N.W. Washington, D.C. 20007 <i>National media campaign on voter education and registration</i>	50,000		50,000	
American Civil Liberties Union Foundation 132 West 43rd Street New York, New York 10036 <i>Voting Rights Project — \$200,000 (1983)</i>		100,000	100,000	
American Council of Learned Societies 228 East 45th Street New York, New York 10017 <i>Fellowships — \$500,000 (1982)</i>		400,000	100,000	300,000

*Grant appropriated in part from international funds. See p. 111.

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
American Council on Education One Dupont Circle, N.W. Washington, D.C. 20036				
<i>National Student Aid Coalition</i>	141,350		67,350	74,000
<i>National Identification Program of the Office of Women in Higher Education</i>	25,000		25,000	
American Physical Society 335 East 45th Street New York, New York 10017				
<i>Study of the science and technology of directed-energy weapons</i>	200,000		100,000	100,000
American Society of Zoologists P.O. Box 2739 Thousand Oaks, California 91360				
<i>Symposium on education in the field of evolutionary biology</i>	18,470		18,470	
Aspen Institute for Humanistic Studies 717 Fifth Avenue New York, New York 10022				
<i>Inter-American Dialogue</i>	25,000		25,000	
<i>Dissemination of results of Inter-American Dialogue</i>	40,000		40,000	
<i>Planning a series of meetings of U.S. leaders on the topic of U.S.-Soviet relations</i>	25,000		25,000	
<i>Symposium on human adaptation to technological change</i>	15,000		15,000	
Association of American Colleges 1818 R Street, N.W. Washington, D.C. 20009				
<i>Project on the Status and Education of Women — \$300,000 (1982)</i>		100,000	100,000	
Association of Former Members of Congress 1755 Massachusetts Avenue, N.W. Washington, D.C. 20036				
<i>Support of the educational program</i>	25,000		25,000	
Atlanta University Center 360 Westview Drive, S.W. Atlanta, Georgia 30310				
<i>Support — \$375,000 (1982)</i>		140,000	100,000	40,000
Bank Street College of Education 610 West 112th Street New York, New York 10025				
<i>Exploration of the uses of tool software in schools — \$155,000 (1983)</i>		79,000	79,000	

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Brown University Providence, Rhode Island 02912 Coalition of Essential Schools	400,000		140,000	260,000
California Rural Legal Assistance Foundation 1900 K Street Sacramento, California 95814 Education advocacy on behalf of Chicanos in the public schools — \$265,000 (1982)		60,000	60,000	
California, University of, Berkeley, Berkeley, California 94720 Dissemination of programs to promote mathematics education for women and minorities — \$536,100 (1983)		422,885	180,965	241,920
Preparation of a book of essays on human evolution	25,000		25,000	
Pilot Mathematics, Engineering, Science Achievement program at the junior high school level	603,750		100,625	503,125
Writing on higher education, industrial relations, and social change by Clark Kerr	145,500			145,500
California, University of, Los Angeles Los Angeles, California 90024 Study of child development in alternative life styles	14,400		14,400	
California, University of, San Diego La Jolla, California 92093 Direct two-way satellite educational video conference between U.S. and U.S.S.R.	9,996		9,996	
Planning for an intercultural video interaction project	25,000		25,000	
Laboratory of Comparative Human Cognition	24,600 314,500		24,600 75,000	239,500
Study of warfare in space by the Institute on Global Conflict and Cooperation	250,000		51,856	198,144
California, University of, Santa Cruz Santa Cruz, California 95064 Research seminars for high school teachers of science and mathematics	24,600		24,600	
Carnegie Dunfermline Trust Abbey Park House Dunfermline KY12 7PB Scotland Toward renovation and maintenance of the Andrew Carnegie Birthplace Memorial	25,000		25,000	

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Carnegie Endowment for International Peace 11 Dupont Circle, N.W. Washington, D.C. 20036 <i>Preparation and publication of Proliferation Today</i>	194,100		81,200	112,900
Carnegie Foundation for the Advancement of Teaching 5 Ivy Lane Princeton, New Jersey 08540 <i>Study of roles of research universities and industrial corporations in technological innovation by Frank Newman</i>	25,000		25,000	
Carnegie Institution of Washington 1530 P Street, N.W. Washington, D.C. 20005 <i>Postdoctoral fellowship in the natural sciences — \$625,000 (1982)</i>		375,000	125,000	250,000
Carnegie-Mellon University 5000 Forbes Avenue Pittsburgh, Pennsylvania 15213 <i>Consortium to develop educational applications for an information technology system in higher education — \$1,060,000 (1983)</i>		895,850	322,725	573,125
<i>Symposium on the application of cognitive psychology to the study of political behavior</i>	4,800		4,800	
Center for Community Change 1000 Wisconsin Avenue, N.W. Washington, D.C. 20007 <i>Leadership development in community-based organizations — \$375,000 (1981)</i>		62,500	62,500	
<i>Support</i>	250,000		125,000	125,000
Center for Education on Nuclear War 1201 16th Street, N.W. Washington, D.C. 20036 <i>Study group on U.S. policy on the use of nuclear weapons</i>	16,300		16,300	
Children of Alcoholics Foundation 540 Madison Avenue New York, New York 10022 <i>Conference on research on children of alcoholics</i>	24,650		24,650	
Children's Defense Fund 122 C Street, N.W. Washington, D.C. 20001 <i>Support — \$1,000,000 (1982)</i>		250,000	250,000	

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Children's Foundation 1420 New York Avenue, N.W. Washington, D.C. 20005 <i>Family day care advocacy — \$225,000 (1983)</i>		150,000	75,000	75,000
Children's Museum 300 Congress Street Boston, Massachusetts 02210 <i>Replication and dissemination of educational programs for young children and their parents — \$80,260 (1983)</i>		80,260	80,260	
Children's Television Workshop One Lincoln Plaza New York, New York 10023 <i>Development of a television series about mathematics for children</i>	125,000		62,500	62,500
Citizen's Council for Ohio Schools 451 The Arcade Cleveland, Ohio 44114 <i>Children Out of School Project — \$108,000 (1982)</i>		29,900	29,900	
Claremont University Center and Graduate School Claremont, California 91711 <i>Planning for a Chicano policy analysis institute</i>	21,600		21,600	
Coalition of Labor Union Women Center for Education and Research 2000 P Street, N.W. Washington, D.C. 20036 <i>Leadership training program for union women</i>	25,000		25,000	
Commission on College Retirement 875 Third Avenue New York, New York 10022 <i>Support — \$750,000 (1983)</i>		750,000	292,229	457,771
Community Television Foundation of South Florida 14901 N.E. 20th Avenue North Miami, Florida 33181 <i>Planning for an educational television series and course on Latin America and the Caribbean</i>	13,800		13,800	
Conference Board 845 Third Avenue New York, New York 10022 <i>Work and Family Information Center — \$180,000 (1983)</i>		120,000	60,000	60,000

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
<p>Consortium for the Advancement of Private Higher Education 1730 M Street, N.W. Washington, D.C. 20036</p> <p><i>Support — \$300,000 (1983); \$200,000 (1982)</i></p>	1,528,500	483,983	347,099	1,665,384
<p>Consortium for Mathematics and Its Applications 271 Lincoln Street Lexington, Massachusetts 02173</p> <p><i>Telecourse on mathematics and its applications — \$300,000 (1983)</i></p>		150,000	150,000	
<p>Council for Basic Education 725 Fifteenth Street, N.W. Washington, D.C. 20005</p> <p><i>Summer institutes for middle and high school mathematics teachers</i></p>	150,000		150,000	
<p>Council of Chief State School Officers 400 North Capitol Street, N.W. Washington, D.C. 20001</p> <p><i>Resource Center on Sex Equity — \$157,000 (1983)</i></p>		157,000	75,000	82,000
<p>Council on Library Resources 1785 Massachusetts Avenue, N.W. Washington, D.C. 20036</p> <p><i>Programs to improve the management of research libraries — \$500,000 (1977)</i></p>		132,000	132,000	
<p><i>Development of a national computerized bibliographic system for research libraries — \$600,000 (1978)</i></p>		100,000	100,000	
<p><i>Program of education and management training in the research library field — \$450,000 (1981)</i></p>		80,000		80,000
<p>Designs for Change 220 South State Street Chicago, Illinois 60604</p> <p><i>Follow-up to a study of school-related advocacy groups and the Midwest School Improvement Project — \$140,000 (1980)</i></p>		50,000	50,000	
<p>Dimancescu, Dan Botkin, James 50 Church Street Harvard Square Cambridge, Massachusetts 02138</p> <p><i>Study of centers of technological innovation</i></p>	123,000		100,000	23,000

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Editorial Projects in Education 1333 New Hampshire Avenue, N.W. Washington, D.C. 20036 <i>Promotion and marketing of Education Week — \$300,000 (1983)</i>		100,000	100,000	
Education Commission of the States 1860 Lincoln Street Denver, Colorado 80295 <i>Law and Education Center — \$173,000 (1983)</i>		90,000	90,000	
<i>Assistance to the states in implementing recommendations for educational improvement</i>	224,000		141,140	82,860
Educational Products Information Exchange Institute P. O. Box 839 Water Mill, New York 11976 <i>Development of consumer publications on education-related computer hardware and software</i>	150,000		150,000	
Educational Testing Service Princeton, New Jersey 08541 <i>Study of the impacts of computer-intensive environments in higher education</i>	25,000		25,000	
Equality Center 2233 Wisconsin Avenue, N.W. Washington, D.C. 20007 <i>Study and discussion of new approaches to civil rights policy in education — \$210,000 (1983)</i>		82,000	82,000	
Equity Policy Center 1525 Eighteenth Street, N.W. Washington, D.C. 20036 <i>Study of the impact of the Percy Amendment to the Foreign Assistance Act of 1961 — \$15,000 (1983)</i>		7,500	7,500	
Federation of Behavioral, Psychological, and Cognitive Sciences 1200 Seventeenth Street, N.W. Washington, D.C. 20036 <i>Science and public policy seminars</i>	25,000		12,500	12,500
Federation of Child Care Centers of Alabama 3703 Cleveland Avenue Montgomery, Alabama 36101 <i>Advocacy, technical assistance, and training for child-care centers — \$120,000 (1983)</i>		70,000	40,000	30,000

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Feminist Press Box 334 Old Westbury, New York 11568 <i>Publication of Everywoman's Guide to Colleges and Universities — \$200,000 (1982)</i>		60,000	60,000 ^a	
Florida, University of Gainesville, Florida 32611 <i>Planning for a knowledge utilization project in science education</i>	25,000		25,000	
Foundation Center 79 Fifth Avenue New York, New York 10003 <i>Support</i>	250,000		250,000	
Georgetown University 37th and O Streets, N.W. Washington, D.C. 20007 <i>Policy study group on proposals for reducing the risk of nuclear war</i>	64,000		64,000	
Harvard University Cambridge, Massachusetts 02138 <i>Research on the development of symbolic abilities in young children — \$230,000 (1982)</i>		82,000	82,000	
<i>Research and education on the avoidance of nuclear war — \$494,100 (1983)</i>	1,100,000	247,050	575,000 247,050	525,000
<i>Research and training seminar on international negotiations</i>	25,000		25,000	
<i>Institute for the Study of Smoking Behavior and Policy</i>	658,200		123,625	534,575
<i>Research and training at the Harvard Negotiation Project on improving the U.S.-Soviet negotiation process</i>	250,000		125,000	125,000
<i>Faculty seminar on American governmental institutions at the John F. Kennedy School of Government</i>	25,000		25,000	
High/Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48197 <i>Center for the Study of Public Policies for Young Children — \$208,000 (1983)</i>		104,000	104,000	
<i>Research, policy studies, and dissemination of information on early childhood education</i>	25,000		25,000	

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Hispanic American Career Educational Resources 115 West 30th Street New York, New York 10001 <i>Hispanic Women's Center — \$227,000 (1982)</i>		70,000	70,000	
Hispanic Policy Development Project 717 Fifth Avenue New York, New York 10022 <i>National Commission for Secondary Schooling for Hispanics</i>	150,000		101,000	49,000
Huron Institute 123 Mount Auburn Street Cambridge, Massachusetts 02138 <i>Research and writing on social services in schools</i>	23,000		23,000	
Illinois, University of Urbana, Illinois 61801 <i>Conference on the findings of the U.S. Report for the Second International Mathematics Study</i>	25,000		25,000	
Independent Sector 1828 L Street, N.W. Washington, D.C. 20036 <i>Studies in leadership by John W. Gardner</i>	150,000		50,000	100,000
Intercultural Development Research Association 5835 Callaghan San Antonio, Texas 78228 <i>Planning a computer-assisted English-as-a-second-language instructional system for Hispanic students</i>	25,000		25,000	
International Council of Scientific Unions 51 Boulevard Montmorency 75016 Paris, France <i>Workshop on the environmental impact of nuclear war</i>	25,000		25,000	
International Research and Exchanges Board 655 Third Avenue New York, New York 10017 <i>Meetings involving United States, Soviet, and East European scholars and policy experts</i>	394,125		244,125	150,000

Appropriations and payments—United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
International Society for Research on Aggression The Fels Research Institute 800 Livermore Street Yellow Springs, Ohio 45387 <i>Development and dissemination of guidelines for the communication of research to the media</i>	19,200		19,200	
International University Consortium for Telecommunications in Learning College Park, Maryland 20742 <i>Support — \$737,250 (1982)</i>	573,500	145,560	145,560 84,638	488,862
Johns Hopkins University Baltimore, Maryland 21218 <i>Conferences of American legislators with British parliamentarians and African leaders — \$106,600 (1971)</i>		7,956		7,956
Joint Center for Political Studies 1301 Pennsylvania Avenue, N.W. Washington, D.C. 20004 <i>Conference on the Civil Rights Act</i>	25,000		25,000	
Lawyers' Committee for Civil Rights Under Law 1400 Eye Street, N.W. Washington, D.C. 20005 <i>Voting Rights Project — \$200,000 (1982)</i>		100,000	100,000	
Massachusetts Advocacy Center 76 Summer Street Boston, Massachusetts 02110 <i>Multicultural educational training and advocacy project — \$128,179 (1983)*</i>		62,844	62,844	
<i>Public education advocacy — \$300,000 (1983)</i>		175,000	100,000	75,000
Massachusetts Institute of Technology Cambridge, Massachusetts 02139 <i>Conference on issues facing black administrators at predominantly white colleges and universities</i>	20,000		20,000	
<i>Minority Introduction to Engineering and Science</i>	25,000		25,000	
<i>Arms Control and Defense Policy Program</i>	1,100,000		200,000	900,000
Mental Health Law Project 2021 L Street, N.W. Washington, D.C. 20036 <i>Advocacy on behalf of preschool developmentally disabled children</i>	212,000		62,000	150,000

*Transferred from the Center for Law and Education (\$220,000, 1982).

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Mexican American Legal Defense and Educational Fund 28 Geary Street San Francisco, California 94108 <i>Program of education litigation and advocacy</i>	760,400		231,500	528,900
Michael Reese Hospital & Medical Center 29th Street and Ellis Avenue Chicago, Illinois 60616 <i>Completion of a book on the findings of the Schizophrenia Research Project</i>	20,000		20,000	
Minnesota, University of 100 Church Street, S.E. Minneapolis, Minnesota 55455 <i>Meetings and publications in preparation for the 1985 U.N. Decade for Women conference — \$30,000 (1983)</i>		22,500	18,000	4,500
Mississippi Action for Community Education 121 South Harvey Street Greenville, Mississippi 38701 <i>Leadership training program — \$376,850 (1982)</i>		124,240	124,240	
NAACP Legal Defense and Educational Fund 10 Columbus Circle New York, New York 10019 <i>Educational Litigation Program</i>	485,000		175,000	310,000
NAACP Special Contribution Fund 186 Remsen Street Brooklyn, New York 11201 <i>School Desegregation Program</i>	730,000		505,000	225,000
	25,000		25,000	
National Academy of Engineering 2101 Constitutional Avenue, N.W. Washington, D.C. 20418 <i>Symposium series on technology and society</i>	275,000		275,000	
National Academy of Sciences 2101 Constitutional Avenue, N.W. Washington, D.C. 20418 <i>Studies of important national issues — \$450,000 (1982)</i>		300,000	200,000	100,000
	25,000		25,000	
<i>Institute of Medicine workshop on the roles of U.S. institutions of higher learning in community health care</i>				

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
<i>Planning an international symposium on the medical consequences of nuclear war</i>	25,000		25,000	
<i>Workshop on the teaching of higher-order skills</i>	25,000		25,000	
National Association for the Education of Young Children 1834 Connecticut Avenue, N.W. Washington, D.C. 20009 <i>Child Care Information Service</i>	690,000		140,000	550,000
National Black Child Development Institute 1463 Rhode Island Avenue, N.W. Washington, D.C. 20005 <i>Support — \$300,000 (1982)</i>		100,000	50,000	50,000
National Coalition of Advocates for Students 76 Summer Street Boston, Massachusetts 02110 <i>National Board of Inquiry into the Status of Poor and Minority Children and Youth in the Schools and in the Workplace</i>	200,000		100,000	100,000
National Coalition on Black Voter Participation 1301 Pennsylvania Avenue, N.W. Washington, D.C. 20004 <i>Public service radio announcements to encourage young black citizens to register and vote</i>	25,000		25,000	
National Committee for Responsive Philanthropy 810 18th Street, N.W. Washington, D.C. 20006 <i>Support — \$150,000 (1982)</i>		55,000	40,000	15,000
National Conference on Social Welfare 1730 M Street, N.W. Washington, D.C. 20036 <i>Planning for a project on federal social policy</i>	20,000		20,000	
<i>Project on the federal social role</i>	150,000		100,000	50,000
National Council for International Health 2100 Pennsylvania Avenue, N.W. Washington, D.C. 20037 <i>Planning a project on priorities for U.S. international health assistance</i>	24,775		24,775	

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
National Governors' Association Center for Policy Research 444 North Capitol Street Washington, D.C. 20001 <i>Children's Policy Information Project</i>	98,500		50,000	48,500
National Public Radio 2025 M Street, N.W. Washington, D.C. 20036 <i>Coverage of the 1984 elections</i>	150,000		150,000	
National Puerto Rican Coalition 701 Fairfax Street Alexandria, Virginia 22314 <i>Public policy and research unit — \$175,000 (1983)</i>		75,000	75,000	
National Science Teachers Association 1742 Connecticut Avenue, N.W. Washington, D.C. 20009 <i>Conference on education in science, mathematics, and technology</i>	55,500		55,500	
National Student Educational Fund 2000 P Street, N.W. Washington, D.C. 20036 <i>Student Leadership Training Project — \$250,000 (1982)</i>		25,000	25,000	
National Women's Education Fund 1410 Q Street, N.W. Washington, D.C. 20009 <i>Public leadership training for women</i>	85,000		85,000	
National Women's Law Center 1751 N Street, N.W. Washington, D.C. 20036 <i>Training and assistance for lawyers on sex discrimination in educational programs — \$223,000 (1983)</i>		111,500	111,500	
Native American Rights Fund 1506 Broadway Boulder, Colorado 80302 <i>Internship program for recent Indian law graduates — \$218,350 (1983)</i>		164,965	109,175	55,790
New York, Board of Education of the City of 110 Livingston Street Brooklyn, New York 11201 <i>School Improvement Project — \$175,000 (1980)</i>		43,750		43,750

Appropriations and payments—United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
New York, State University of State University Plaza Albany, New York 12222 <i>Commission on the future of the State University of New York</i>	25,000		25,000	
New York University 70 Washington Square South New York, New York 10012 <i>Conference on school desegregation since the 1954 Brown vs. Board of Education decision</i>	20,000		20,000	
New York Urban Coalition 1515 Broadway New York, New York 10036 <i>Local School Development Project — \$333,300 (1983)</i>		216,280	105,040	111,240
North Carolina, University of P. O. Box 2688 Chapel Hill, North Carolina 27514 <i>Training materials for family day-care providers</i>	101,700		101,700	
NOW Legal Defense and Education Fund 132 West 43rd Street New York, New York 10036 <i>Project on Equal Education Rights — \$425,000 (1981)</i>	200,000	50,000	100,000 50,000	100,000
Open Space Institute 122 East 42nd Street New York, New York 10168 <i>U.S.-U.S.S.R. satellite link for the Conference on the Long-term Biological Consequences of Nuclear War</i>	25,000		25,000	
Overseas Development Council 1401 K Street, N.W. Washington, D.C. 20005 <i>Project on African development and U.S. policy options</i>	25,000		25,000	
Phillips Academy Andover, Massachusetts 01810 <i>Mathematics and Science for Minority Students Program</i>	180,000		30,000	150,000
Princeton University Princeton, New Jersey 08544 <i>Research and writing on U.S. foreign policy, 1972 to 1984</i>	25,000		25,000	

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Public Agenda Foundation 6 East 39 Street New York, New York 10016 <i>Study of public attitudes about nuclear defense</i>	25,000		25,000	
Public Education Fund 600 Grant Street Pittsburgh, Pennsylvania 15219 <i>Development of education funds in urban communities</i>	250,000		125,000	125,000
Puerto Rican Family Institute 116 West 14th Street New York, New York 10011 <i>Conference on the rights of Puerto Rican migrant families</i>	10,000		10,000	
Puerto Rican Legal Defense and Education Fund 95 Madison Avenue New York, New York 10016 <i>Education Rights Project — \$390,000 (1983)</i>		325,000		325,000
Radcliffe College 10 Garden Street Cambridge, Massachusetts 02138 <i>Fellowship program at the Mary Ingraham Bunting Institute for nontenured faculty women from research universities — \$326,740 (1982)</i>		267,580	107,780	159,800
Randolph, A. Philip, Educational Fund 260 Park Avenue South New York, New York 10010 <i>Internship program for black labor unionists — \$150,000 (1980)</i>		50,000	50,000	
Russell Sage Foundation 112 East 64th Street New York, New York 10021 <i>Study of women in higher education \$145,000 (1983)</i>		145,000	115,000	30,000
Rutgers University Old Queens Building New Brunswick, New Jersey 08903 <i>Study of the consequences of employment discrimination litigation in higher education — \$74,800 (1983)</i>		27,800	27,800	
<i>Program for women state legislators under the auspices of the Center for the American Woman and Politics</i>	25,000		25,000	

Appropriations and payments—United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
San Francisco Lawyers' Committee for Urban Affairs 625 Market Street San Francisco, California 94105 <i>National Child Care Law Project — \$212,800 (1983)</i>		106,700	106,700	
South Carolina, University of Columbia, South Carolina 29208 <i>Telecourse on the history of the civil rights movement in the South</i>	25,000		25,000	
Southern Coalition for Educational Equity P.O. Box 22904 Jackson, Mississippi 39205 <i>New Orleans Effective Schools Project — \$375,000 (1983)</i>		293,890	131,174	162,716
Southern Education Foundation 811 Cypress Street, N.E. Atlanta, Georgia 30308 <i>Public policy and education program — \$115,000 (1983)</i>		58,850	58,850	
Southern Regional Council 161 Spring Street, N.W. Atlanta, Georgia 30303 <i>Southern Legislative Research Council — \$360,500 (1983)</i>		184,500	184,500	
Southwest Voter Registration Education Project 201 North St. Mary's Street San Antonio, Texas 78205 <i>Research activities — \$193,650 (1983)</i>		104,750	104,750	
Spring Hill Center P.O. Box 288 Wayzata, Minnesota 55391 <i>Conference on early education and the schools</i>	53,500		53,500	
Stanford University Stanford, California 94305 <i>Research and training in international security and arms control</i>	905,750		231,397	674,353
<i>Planning for an inter-university program in Chicano and Puerto Rican research</i>	20,000		20,000	
<i>Planning a conference on adolescent drug and alcohol abuse</i>	24,700		24,700	
Sussex, University of Brighton Sussex BN1 9RH, England <i>Report on the experience of the Science Policy Research Unit's Developing Country Group</i>	22,000		22,000	

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Teachers College, Columbia University New York, New York 10027 <i>Research on the history of American education — \$197,736 (1973)</i>		133,736	10,000	123,736
<i>Research and writing on the historical role of Carnegie Corporation of New York — \$86,084 (1981)</i>		18,387		18,387
TransAfrica Forum 545 Eighth Street, S.E. Washington, D.C. 20036 <i>Support</i>	40,000		40,000	
Tucker, Marc 1001 Connecticut Avenue, N.W. Washington, D.C. 20036 <i>Project on Information Technology and Education</i>	260,000		130,000	130,000
Twin Cities Public Television 1640 Como Avenue Saint Paul, Minnesota 55108 <i>Documentary television series about American children</i>	100,000		100,000	
United States Committee for UNICEF 331 East 38th Street New York, New York 10016 <i>Planning a public education program in the United States on child health and survival in developing countries</i>	25,000		25,000	
United States Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202 <i>Mina Shaughnessy Scholars Program of the Fund for the Improvement of Postsecondary Education — \$250,000 (1980)</i>		23,950		23,950
<i>National Forum on Excellence in Education</i>	25,000		25,000	
United States-South Africa Leader Exchange Program 1700 Seventeenth Street, N.W. Washington, D.C. 20009 <i>Support — \$50,000 (1983)</i>		33,333	16,667	16,666
<i>Alan Pifer South Africa-United States Fellowships — \$28,000 (1983)</i>		27,000		27,000

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Urban Institute 2100 M Street, N.W. Washington, D.C. 20037 <i>Study of nonprofit organizations and their relationship to government — \$300,000 (1982)</i>		75,000	75,000	
<i>Study on the impact of technology on education</i>	65,000		65,000	
<i>Changing Domestic Priorities project</i>	257,000		192,750	64,250
Utah, University of Salt Lake City, Utah 84112 <i>HERS/West</i>	210,000		88,800	121,200
Washington Institute for Social Research 3016 Tilden Street, N.W. Washington, D.C. 20008 <i>Two seminars on the psychological adaptations to development</i>	8,320		8,320	
Wellesley College Wellesley, Massachusetts 02181 <i>School-Age Child Care Project — \$271,300 (1983)</i>		135,650	135,650	
Wells College Aurora, New York 13026 <i>Public Leadership Education Network — \$230,000 (1982)</i>		47,500		47,500
Western Interstate Commission for Higher Education P. O. Drawer P Boulder, Colorado 80302 <i>Expansion of regional cooperation in graduate education — \$85,000 (1982)</i>		10,980	10,980	
Western Service Systems 1444 Stuart Street Denver, Colorado 80204 <i>Education advocacy in behalf of Hispanic children — \$1,000,000 (1983)</i>		700,000	200,000	500,000
WGBH Educational Foundation 125 Western Avenue Boston, Massachusetts 02134 <i>Production of a television series on the biological sciences — \$250,000 (1983)</i>		250,000	250,000 ^a	
Woodrow Wilson International Center for Scholars Smithsonian Institution Building Washington, D.C. 20560 <i>Conference on U.S.-Soviet exchanges</i>	23,700		23,700	

Appropriations and payments — United States

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
World Priorities 3013 Dumbarton Avenue, N.W. Washington, D.C. 20007 <i>Preparation, production, and promotion of the World Survey of Women</i>	25,000		25,000	
Yale University New Haven, Connecticut 06520 <i>Program on Non-Profit Organizations — \$300,000 (1982)</i>		180,000	60,000	120,000
Youth Project 1555 Connecticut Avenue, N.W. Washington, D.C. 20036 <i>Support</i>	450,000		150,000	300,000
Total (United States)	<u>\$18,588,536</u>	<u>\$11,299,197</u>	<u>\$15,244,473</u>	<u>\$14,643,260</u>
Studies and projects administered by the officers				
<i>Dissemination Fund</i>	\$10,600	\$16,800	\$6,000 ^a 17,604	\$3,796
<i>Distribution of an Investor Responsibility Research Center book analyzing the nuclear weapons industry</i>	10,000		10,000	
<i>Alan Pifer South Africa-United States fellowships — \$51,745 (1983)</i>	4,351 ^b	23,745		28,096
<i>Planning a Carnegie commission on education and economic progress</i>	100,000		22,314	77,686
<i>Planning for the sesquicentennial anniversary of Andrew Carnegie's birth — \$50,000 (1983)</i>		40,000	20,000	20,000
<i>Program Development and Evaluation Fund</i>	156,535	72,566	110,959	118,142
<i>Project on an Aging Society — \$200,000 (1983)</i>	<u>290,000</u>	<u>66,873</u>	<u>277,208</u>	<u>79,665</u>
Total studies and projects administered by the officers	<u>\$571,486</u>	<u>\$219,984</u>	<u>\$464,085</u>	<u>\$327,385</u>

^a Cancelled; included in total payments.

^b Funds from the appropriation are held in a separate interest-bearing bank account. This amount represents interest earned in fiscal 1984.

Appropriations and payments — International program

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
African-American Institute 833 United Nations Plaza New York, New York 10017 <i>African Travel Program — \$300,000 (1980)</i>		\$50,000	\$50,000	
<i>Program on Policy Issues in African-American Relations — \$101,300 (1982)</i>		34,632	34,632	
<i>Project support</i>	\$175,000*		175,000	
African Medical and Research Foundation 420 Lexington Avenue New York, New York 10170 <i>Operational Research and Evaluation Unit</i>	443,000		62,750	\$380,250
Black Lawyers' Association Legal Education Centre 801 Metro Centre, 266 Bree St. Johannesburg 2001 South Africa <i>Support — \$75,000 (1983)</i>		75,000		75,000
<i>Visit of black American lawyers to South Africa — \$15,000 (1982)</i>		175		175
Cape Town, University of University Private Bag Rondebosch 7700, South Africa <i>Second Carnegie Inquiry into Poverty and Development in Southern Africa — \$200,000 (1983)</i>	115,000	100,000	100,000 114,422	578
Centre for Intergroup Studies % University of Cape Town Rondebosch 7700, South Africa <i>Support — \$60,000 (1982)</i>		20,000	20,000	
Columbia University School of Law 435 West 116th Street New York, New York 10027 <i>Comparative study of U.S. and South African constitutional law by John Didcott — \$7,500 (1983)</i>		7,500	7,500	
Educational Opportunities Council 42 DeVilliers Street Johannesburg 2001, South Africa <i>Coordination of foreign scholarship programs for black South Africans — \$40,000 (1983)</i>		20,000	20,000	
Ghana, University of Legon, Accra, Ghana <i>Language Centre — \$150,000 (1977)</i>		5,670	5,670	

*Grant appropriated in part from U.S. funds. See p. 92.

Appropriations and payments — International program

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Ibadan, University of Ibadan, Nigeria <i>International Centre for Educational Evaluation — \$400,000 (1973)</i>		6,900		6,900
Ife, University of Ile-Ife, Nigeria <i>Institute of Education — \$290,000 (1975)</i>		164,000	164,000 ^a	
Institute of International Education 809 United Nations Plaza New York, New York 10017 <i>Evaluation of the South African Education Program</i>	25,000		25,000	
International Council of Voluntary Agencies 13 rue Gautier 1201 Geneva, Switzerland <i>Conference on family health in southern Africa</i>	23,000			23,000
Legal Resources Trust P. O. Box 9495 Johannesburg 2000, South Africa <i>Legal Resources Centre — \$180,000 (1982)</i>		40,000	40,000	
Makerere University P.O. Box 7062 Kampala, Uganda <i>Program of research, curriculum revision, and staff development for primary teacher training in Uganda — \$300,000 (1971)</i>		51,000		51,000
Minnesota, University of 100 Church Street, S.E. Minneapolis, Minnesota 55455 <i>Meetings and publications in preparation for the 1985 U.N. Decade for Women conference — \$72,000 (1983)</i>		54,500	42,000	12,500
Nairobi, University of P.O. Box 30197 Nairobi, Kenya <i>Bureau of Educational Research — \$383,000 (1976)</i>		6,093		6,093
Okeyo, Achola Palo 61 Saxon Woods Road Scarsdale, New York 10583 <i>Explorations into the history and relationships of three national women's organizations in Kenya — \$15,000 (1982)</i>		2,000		2,000

Appropriations and payments — International program

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Sierra Leone, University of Private Mail Bag Freetown, Sierra Leone <i>Establishment of a University planning unit — \$376,300 (1976)</i>		40,000		40,000
South Pacific, University of the P.O. Box 1168 Suva, Fiji <i>Development of Outreach Programme — \$200,000 (1978)</i>		100,000	100,000 ^a	
Teachers College, Columbia University New York, New York 10027 <i>Karl W. Bigelow Memorial Lectures and publication of a related book — \$11,000 (1982)</i>		5,000	4,129 ^a 871	
United States-South Africa Leader Exchange Program 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Support — \$50,000 (1983)</i>		33,333	16,666	16,667
<i>Alan Pifer South Africa-United States Fellowships — \$28,000 (1983)</i>		27,000	13,500	13,500
West Indies, University of the Mona, Kingston 7, Jamaica <i>Women and Development Unit — \$200,000 (1982)</i>	180,000	50,000	50,000 52,500	127,500
Witwatersrand, University of the 1 Jan Smuts Avenue Johannesburg 2001, South Africa <i>Centre for Applied Legal Studies</i> \$125,000 (1978) \$153,000(1983)		1,867 96,700	46,700	1,867 50,000
Woodrow Wilson International Center for Scholars Smithsonian Institution Building Washington, D.C. 20560 <i>Conference on the political transition from colonization to independence in Africa, 1951-1980</i>	25,000		25,000	
Zimbabwe, University of P.O. Box M.P. 167, Mount Pleasant Harare, Zimbabwe <i>Staff recruitment and development — \$50,000 (1982)</i>		19,132	559	18,573
Total (International program)	\$986,000	\$1,010,502	\$1,170,899	\$825,603

^a Cancelled: included in total payments.

Appropriations and payments — International program

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Studies and projects administered by the officers				
Alan Pifer South Africa-United States fellowships — \$51,745 (1983)	<u>\$4,351^b</u>	<u>\$23,745</u>		<u>\$28,096</u>
Total studies and projects administered by the officers	<u><u>\$4,351</u></u>	<u><u>\$23,745</u></u>		<u><u>\$28,096</u></u>

Adjustments of grant appropriations (United States)

Not required: cancelled (listed above)	<u><u>\$316,000</u></u>
Refunds from grants or allocations made in prior years	
1978–79 Carnegie Council on Children	\$1,959
1979–80 American Council of Learned Societies	8,180
1979–80 University of California, San Diego	202
1980–81 University of Pennsylvania	180
1981–82 Dissemination Fund	90
1981–82 National Association of College and University Attorneys	41
1981–82 The Feminist Press	15,008
1982–83 Gordon Research Conferences	125
1982–83 National Association for the Education of Young Children	<u>3,320</u>
	<u><u>\$31,005</u></u>

Adjustments of grant appropriations (International program)

Not required: cancelled (listed above)	<u><u>\$268,129</u></u>
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^b Funds from the appropriation are held in a separate interest-bearing account. This amount represents interest earned in fiscal 1984.

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Andrew Carnegie was born in Scotland in 1835. He came to the United States with his family in 1848 and went to work as a bobbin boy in a cotton mill. After a succession of jobs with Western Union and the Pennsylvania Railroad, he eventually resigned to establish his own business enterprises and, finally, the Carnegie Steel Company which launched the huge steel industry in Pittsburgh. At the age of 65 he sold the Company and devoted the rest of his life to writing, including his autobiography, and to philanthropic activities, intending to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the University of Scotland to assist needy students in promoting research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching primarily as a pension fund for college teachers and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace; and to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined.

Each of the Carnegie agencies has its own funds and trustees and each is independently managed.

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suant to section 6104(d) of the Internal Revenue Code, the Corporation certifies that this annual report and the Corporation's annual financial statements have been made available for public inspection at the principal office of the Corporation and a copy has been furnished to the Attorney General of the United States.

David A. Hamburg, President

TRENT UNIVERSITY



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